DOCUMENT RESUME

ED 114 537 CE 005 384

| | |
|---|---|
| AUTHOR | Wilson, Sandra Reitz; Flanagan, John C. |
| TITLE | Quality of Life as Perceived by 30 Year Old Army Veterans: Supplementary Report. |
| INSTITUTION | American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif. |
| SPONS AGENCY | Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va. |
| REPORT NO | AIR-39500-11-74-SR |
| PUB DATE | Nov 74 |
| NOTE | 193p.; For related document, see CE 005 383; Several tables may reproduce poorly due to type size |
| EDRS PRICE | MF-$0.76 HC-$9.51 Plus Postage |
| DESCRIPTORS | Adult Development; Adults; Behavioral Science Research; Career Planning; Data Analysis; Data Collection; Enlisted Men; Females; *Followup Studies; *Life Style; Military Personnel; Military Service; *Participant Characteristics; Personality Development; Productive Living; *Research Methodology; Tables (Data); *Veterans |
| IDENTIFIERS | Army; Project TALENT |

ABSTRACT

The supplementary report serves as documentation for the summary version (CE 005 383) and provides greater detail regarding study procedures and results. The investigation concerns the impact Army service has had on the quality of life of a representative sample of young Americans, which has been ascertained through interviews, data collection, and analysis of the Army's Project TALENT information. (Project TALENT was a 1960 national survey of high school students.) Chapter titles include: (1) Interview Development, discussing interview forms and the respondent's booklet; (2) Sample Selection and Characteristics, examining the participants and how they were selected and contacted; (3) Data Collection, presenting field data collection procedures; (4) Data Analysis, discussing procedures used for various data; (5) Results, examining the characteristics of the male participants; and (6) Results for a Small Sample of WACs, examining the characteristics of female participants. The text is supplemented by 68 tables. A bibliography, table of contents for the interview forms and respondent's booklet, personnel involved, and a listing of the tables are appended. (LH)

**********
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
**********

AIR—39500—11/74—SR

ED114537

# SUPPLEMENTARY REPORT

## QUALITY OF LIFE AS PERCEIVED BY 30 YEAR OLD ARMY VETERANS

Sandra Reitz Wilson
and
John C. Flanagan
American Institutes for Research

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Submitted to

U.S. ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES

Office, Deputy Chief of Staff for Personnel
Department of the Army
1300 Wilson Boulevard, Arlington, Virginia 22209

November 1974

CE 005 384

---

Contract DAHC 19-73-C-0054

2/3

ACKNOWLEDGMENTS

This supplementary report was prepared by Sandra Reitz Wilson. It serves as documentation for the shorter version prepared by John C. Flanagan* and gives greater detail on study procedures and results. The authors of these reports wish to acknowledge the contributions of Kathleen Fernandes to the preparation of the individual TALENT data files and to the many aspects of securing the sample of men and women interviewed; of Frances Stancavage to the earlier pilot study, to the planning of the present study, and to the development of the interview form and training materials; of Darlene Russ-Eft for locating and obtaining the assistance of local coordinators and interviewers; of Jacqueline Haveman to the analysis of the results; and of Paulinda Lynk to obtaining the location and participation of the interviewees and interviewers. Many others had major roles in data collection and analysis, including Philip Thomas, Frances Wood, Dale Perkins, and Ronald Foster, and their efforts are gratefully acknowledged.

The local coordinators and interviewers listed in the Appendix contributed in a crucial way to the collection of the data, with only modest compensation. Special acknowledgment of course goes to those men and women who were interviewed and shared their experiences.

Special thanks are due to Nancy Hull and Diane Sundberg who carried these reports and the many project documents from draft to printed form.

---

* Wilson, S. R., & Flanagan, J. C. Quality of Life as Perceived by 30 Year Old Army Veterans (AIR-39500-11/74-FR).

CONTENTS


| | | Page |
|---|---|---|
| I. | Interview Development | 1 |
| | Overview | 1 |
| | Types of questions used in the interview | 4 |
| | Tryout of the Army interview | 4 |
| | Final interview Form C and rationale for interview questions | 5 |
| | The Respondent's Booklet | 14 |
| | Differences between Forms C and M | 17 |
| II. | Sample Selection and Characteristics | 20 |
| | Criteria and progressive steps in selection of the sample | 20 |
| | The replacement of cases and the character of the final sample | 28 |
| | Procedures used in contacting cases | 35 |
| III. | Data Collection | 42 |
| | The Project TALENT data | 42 |
| | Collection of the personal interview data | 43 |
| | Preparation materials | 45 |
| | Interviewer questions and comments | 46 |
| IV. | Data Analysis | 48 |
| | Procedures used | 48 |
| V. | Results | 52 |
| | Pre-Army characteristics of males in sample | 52 |
| | Recruitment and classification | 59 |
| | Training | 72 |
| | Utilization | 89 |
| | Reenlistment | 97 |
| | Present characteristics of the sample | 101 |
| | Effects of Army service on later life | 110 |
| | The Vietnam veteran | 133 |
| | The high school dropout | 138 |
| VI. | Results for a Small Sample of WACs | 140 |
| | Recruitment and classification | 140 |
| | Training | 148 |
| | Utilization | 150 |
| | Social environment | 151 |
| | Present life situation | 154 |
| | Effects of Army service | 157 |

APPENDICES

I-1 Bibliography

I-2 Table of Contents for the Interview Forms and Respondent's Booklet

III-1 Coordinators and Interviewers Who Assisted in Data Collection

TABLES


| Table | | Page |
|---|---|---|
| II-1 | Selection of valid cases by grade in the male and female samples | 24 |
| II-2 | Distribution of cases in the male sample (N=200) by stratification variables | 26 |
| II-3 | Distribution of cases in the female sample (N=50) by stratification variables | 27 |
| II-4 | Breakdown of reasons for cases needing replacement | 29 |
| II-5 | Distribution of cases in the final male sample (N=166) by stratification variables | 31 |
| II-6 | Distribution of cases in the final female sample (N=49) by stratification variables | 32 |
| II-7 | A comparison of the proportion of cases in each cell of the original and final male samples | 33 |
| II-8 | A comparison of the proportion of cases in each cell of the original and final female samples | 34 |
| II-9 | Mean SES and reading comprehension scores on each stratification variable for the original and final male samples | 36 |
| II-10 | Mean SES and reading comprehension scores on each stratification variable for the original and final female samples | 37 |
| II-11 | Analysis of "locate" and "refusal" rates for the original sample | 38 |
| II-12 | Characteristics of group refusing to participate in the study | 40 |
| III-1 | Interviewer characteristics | 44 |
| III-2 | Pairing of interviewers with participants by race and sex | 45 |
| IV-1 | Comparison of responses to some questions occurring at the beginning or end of the interview | 50 |
| V-1 | Selected background characteristics | 53 |
| V-2 | Education level attained at time of entrance into Army | 54 |
| V-3 | Maximum education expected in lifetime at time of entrance into Army | 55 |
| V-4 | Percentage of men planning careers in each of 12 career groups | 56 |

| Table | | Page |
|---|---|---|
| V-5 | Number citing given reason for enlisting or requesting the draft | 60 |
| V-6 | General expectations regarding Army service | 61 |
| V-7 | Percentages of responses indicating various expectations regarding Army service | 63 |
| V-8 | Selection of training -- nature of choice available | 66 |
| V-9 | Number with choice in training and reasons for making choice | 67 |
| V-10 | Percentage of men with choice in training who would now make different choice | 70 |
| V-11 | Regrets regarding choice of training as a function of original reason for choice | 71 |
| V-12 | Types of training received after Basic in each of ten areas | 73 |
| V-13 | Level of interest in post-Basic training | 74 |
| V-14 | Factors contributing to interest in training | 75 |
| V-15 | Factors contributing to disinterest in training | 77 |
| V-16 | Factors leading to effective learning | 79 |
| V-17 | Factors leading to ineffective learning ("A time when you learned less than you could have") | 80 |
| V-18 | Factors leading to ineffective learning ("A time when you had trouble learning") | 82 |
| V-19 | Changes needed in training | 84 |
| V-20 | Types of assignments | 90 |
| V-21 | Specific time Army training was put to use on assignment | 91 |
| V-22 | Specific time lacked skill or information needed to do job | 93 |
| V-23 | Utilization or Army or pre-Army training | 94 |
| V-24 | Factors affecting likes and dislikes re assignments and feelings of productivity or uselessness | 96 |
| V-25 | Percentages of cases who had an experience which favored or one which favored leaving the Army | 98 |
| V-26 | Percentages of men who did not reenlist at some point who did and did not feel there were changes that would have made them consider reenlisting | 99 |

| Table | | Page |
|---|---|---|
| V-27 | Percentages of vraious types of changes which might have influenced some men to reenlist | 99 |
| V-28 | Present level of education | 102 |
| V-29 | Current occupations of men in sample | 103 |
| V-30 | Ratings of satisfaction with present job | 105 |
| V-31 | Reading comprehension and socio economic status of pilot and Army groups | 107 |
| V-32 | Percentages of cases reporting good, bad, and no effects of Army service and number of specific effects reported | 111 |
| V-33 | Percentages of all reports of good and bad effects of Army service which fell in each of the 18 quality of life areas | 112 |
| V-34 | Reported types of good and bad results of Army service | 113 |
| V-35 | Positive and negative characteristics of group before Army and changes taking place during service -- self reports | 115 |
| V-36 | Degree of impact of Army service on individual occupational development for drafted and enlisted men | 123 |
| V-37 | Degree of impact of Army service on individual occupational development for men of varying pre-Army educational levels | 124 |
| V-38 | Present job satisfaction and fulfillment of occupational role needs as a function of rated Army impact | 125 |
| V-39 | Frequencies of specific positive and negative effects of Army service on occupational development, and opportunities missed for a more positive contribution | 126 |
| V-40 | Percentages of men using Army training and experience in civilian life as a function of the appropriateness of the classification | 129 |
| V-41 | Different Army experiences or changes that would be helpful | 131 |
| V-42 | Percentages of cases reporting various effects of combat | 135 |
| V-43 | Problems in return to civilian life | 136 |
| V-44 | Proportions of men incurring various disciplinary actions in relation to their pre-Army education and reading comprehension | 139 |

| Table | | Page |
|---|---|---|
| VI-1 | Selected background characteristics of WAC recruits | 141 |
| VI-2 | Career development of WACs and 11th grade females | 144 |
| VI-3 | Percentages of WACs giving each factor as a reason contributing to their enlistment | 145 |
| VI-4 | Principal Reason for Enlistment | 147 |
| VI-5 | Type of training received by WACs | 149 |
| VI-6 | Use of Army training or experience by WACs according to situation preceding entrance | 152 |
| VI-7 | Months served by WACs and reasons for early discharge and function of pre-entrance situation | 153 |
| VI-8 | Present occupations of WACs | 155 |
| VI-9 | Present level of education of WACs excluding required Army training received | 156 |

FIGURES


| Figure | | Page |
|---|---|---|
| I-1 | Categories defining quality of life | 3 |
| I-2 | Selected characteristics of the Bay area veterans who participated in interview tryouts | 4 |
| I-3 | Factors affecting job satisfaction as rated in Respondent's Booklet | 16 |
| V-1 | Profile of TALENT scores on 38 interest, information, ability, and other variables for draft induced (N=84) and voluntary (N=82) servicemen | 57 |
| V-2 | Reports of male Army veterans of the importance to them of each of 18 areas defining quality of life and similar reports of how well their needs are met in each area. | 106 |
| V-3 | Reports comparing the importance to them and how well their needs are met for each of 18 areas defining quality of life for comparable groups with and without Army experience. | 109 |
| VI-1 | Profile of mean scores on 1960 TALENT tests for 38 interest, information, ability, and other variables for the WAC sample | 142 |
| VI-2 | Reports of WAC veterans of the importance to them of each of 18 areas defining quality of life and similar reports of how well their needs are met in each area. | 157 |

# I. INTERVIEW DEVELOPMENT

## Overview

Objectives of interview development. The basic purpose of the interview developed for this study was to explore the impact of Army experience and activities on all important areas of life for each of 200-250 individual men and women. In order to reduce this broad purpose to a manageable set of objectives for a three-hour interview it was necessary to have some basis for identifying those kinds of Army experiences and activities which could be expected to have substantial in-service and long-term effects on a person's life. Similarly, it was necessary to have some framework which would define the important areas of life on which such effects might be observed. There were four major resources and procedures which were used to formulate these objectives and to arrive at an interview form with questions and rating procedures which would accomplish them. First, the general problem areas for Army personnel procedures identified in the proposal were extended and clarified by a review of recent research concerned with the quality of life in the Army, anticipated problems in recruitment and utilization under all-volunteer conditions, career development and commitment, the post-Army careers of servicemen, factors affecting reenlistment, and other related material. The items identified in this literature search are shown in the bibliography of this report (Appendix, Section I-1). The review also resulted in a compilation of issues of importance regarding Army personnel procedures and practices which helped define those aspects of Army experience which should be covered in the interview. In addition, conversations with Drs. Uhlaner and Segal of the Army Research Institute aided the staff in their identification of personnel issues of particular concern to the Army at this time. The principal issues ultimately addressed by the interview have been described in the introduction to this report. Their realization in specific interview questions is described in the section below entitled Final Interview Form.

Factors affecting quality of life. Prior to the beginning of the present project, research was conducted by the Principal investigator and project staff on the factors affecting quality of life of Americans.* The procedures and

---

*This research was supported by a Public Health Service General Research Support Grant to the American Institutes for Research.

results of this research will be described because they define the "important areas of life" covered in the interview. Several hundred critical incidents -- reports of especially satisfying and especially unsatisfying life experiences -- were gathered from about 200 persons of various ages and socioeconomic levels in the San Francisco Bay Area. In addition, the high school juniors in the 1960 TALENT survey were mailed 11-year post high school follow-up questionnaires in which they were asked "What has given you the most satisfaction during the past year?" and "Why was it so satisfying?" A sample consisting of 2,000 of the questionnaire responses was chosen. Both these responses and the critical incidents were sorted into groups referring to similar types of experience (Flanagan, 1954). From this sorting a tentative set of 18 dimensions defining quality of life was developed. A description of these 18 categories is found in Figure I-1.* These empirically-based dimensions provided the framework within which questions could be formulated regarding the interviewee's life at any particular point in time. They also formed the basis for the interviewee's own evaluation (rating) of his present quality of life.

Pilot interview study. Following this tentative definition of the dimensions affecting quality of life, a pilot study was carried out in which 50 Project TALENT participants all over the United States were interviewed for three hours about their lives now and about the educational and other experiences which have contributed to or impeded the realization of their goals and satisfaction in life.** The procedures for securing participation in such an interview and for collecting the interview data have been used and refined in the present study. This pilot interview study also represented a tryout of possible questions regarding present life activities, values, and satisfactions. It was thus of substantial importance in preparing the present interview and translating the 18 dimensions into questions which would secure the needed information.

---

* This work has now been continued by the collection of additional critical incidents from persons all over the U.S. The results of these studies and the refined set of the quality of life dimensions will be described in a forthcoming report.

** This research was supported by a General Research Support Grant from the Public Health Service to the American Institutes for Research.

FIGURE 1-1. Categories defining quality of life.

PHYSICAL AND MATERIAL WELL-BEING

A. Material well-being and security for the future

Desirable home, good food, possessions, comforts, and security for the future. For most people filling these needs is primarily related to their income.

B. Health and personal safety

Freedom from sickness, physical fitness, avoiding accidents, and other health records. Mental health is also included. Effective treatment of health problems is a large component.

RELATIONS WITH OTHER PEOPLE

C. Relations with parents, siblings, or other relatives

Visiting, enjoying, cooperating, discussing, deciding, playing, and other interacting. The feeling of belonging and having someone to discuss things with.

D. Having and raising children

Becoming a parent, watching the development, aiding, guiding, helping, appreciating, learning from them and with them, and enjoying one's children.

E. Relations with spouse (or girl friend/boy friend(s))

Love, companionship, sexual satisfaction, understanding, communication, appreciation, devotion, belonging, and contentment.

F. Relations with close friends

Sharing interests, experiences, values, and views. Giving and receiving help, favors, emotional support, and guidance. Liking, trusting, and knowing.

G. Social, community and civic activities

Helping others, serving as a volunteer. Initiating, supporting, fostering, planning, working for the improvement of opportunities for all citizens to fulfill their needs and improve their living conditions through both local and national group actions and organizations.

PERSONAL DEVELOPMENT

H. Intellectual activities

Learning, attending school, acquiring desired knowledge and mental abilities, graduating, problem solving, decision making, and improving understanding, comprehension, or appreciation in an intellectual area.

I. Aesthetic activities

Appreciating nature, beauty, art, music, poetry, and the performing arts.

J. Spiritual experiences or beliefs

Formal religious activities, faith, church work, and belief in the existence of a supreme being.

K. Philosophical and ethical values

Rationality and morality, consistency in behavioral decisions, seeking truth from fact, logic, or meditation, and living according to general guiding principles.

L. Developing skills in special activities

Sewing, building, constructing, gardening, decorating, and preparing food.

INDIVIDUAL FULFILLMENT

M. Understanding and appreciating self

Becoming mature, insight into and acceptance of one's assets and limitations, awareness of personal growth and development, and realizing the ability to influence the course of one's life significantly.

N. Occupational role (job)

Having interesting, challenging, rewarding, worthwhile work. Being well, using abilities, producing, obtaining recognition, and accomplishing.

O. Creativity

Showing ingenuity, originality, imagination, a unique and effective expression in music, art, writing, drama, photography, or practical or scientific matters.

RECREATION

P. Socializing

Community affairs, entertaining at home or elsewhere, attending parties or other social gatherings, and meeting new people.

Q. Passive recreational activities

Watching television, reading, going to the movies, collecting stamps or other things, playing cards or other indoor games, and going to entertainment or sports events.

R. Active recreational activities

Participating in sports, skiing, hunting and fishing, boating, camping, exercise classes and sightseeing, participating in a noncompetitive role or in competitive acts, etc. Recreational training, for example,

## Types of Questions Used in the Interview

As in the pilot interview study, one of the basic principles underlying the formulation of questions for the interview was that they should attempt to elicit reports on specific behaviors and experiences rather than simply opinions or beliefs, insofar as possible. Thus interviewees were asked "Did you ever . . .?," "When did you . . .?," "Can you remember a particular time when . . .?," "What happened that made you think that . . .?," "Would you describe a time when you did this . . .?," and so on. General opinions were requested when the intention was to obtain such an opinion or conclusion, e.g., "How interesting was this to you?" or "How did you feel about this?," but the questions were primarily designed to elicit a more detailed report of experiences -- who did what, what happened, and what effect it had.

## Tryout of the Army Interview

After a draft of the interview had been prepared, it was tried out and revised in several rounds of interviews conducted with nine Regular Army and three WAC veterans in the San Francisco Bay Area. The characteristics of this group are shown in Figure I-2. These men and women are roughly comparable to those of the sample for this study (see Results), except that they include a greater proportion of currently unemployed men than does the study sample.

FIGURE I-2

Selected Characteristics of the Bay Area Veterans Who Participated in Interview Tryouts

| Sex | N |
|---|---|
| Male | 9 |
| Female | 3 |
| | 12 |

| Entrance Status | N |
|---|---|
| Enlisted | 9 |
| Drafted | 3 |
| | 12 |

| Yrs. of Service | N |
|---|---|
| 1 | 1 |
| 2 | 3 |
| 3 | 5 |
| 4 or more | 3 |
| | 12 |

| Males with Vietnam Service | N |
|---|---|
| Yes | 8 |
| No | 1 |
| | 9 |

| Present Max. Level of Educ. | N |
|---|---|
| H.S. grad. | 2 |
| GED | 1 |
| H.S. | 2 |
| Some Post H.S. | 4 |
| College Grad. | 2 |
| Some Grad. Educ. | 1 |
| | 12 |

One of the major functions of these tryouts was to define the areas of Army experience which appeared to be most important in terms of their long-range effects on the individual. The tryouts also served to iron out awkward transitions among topics. Most importantly they made it possible to eliminate questions which did not obtain useful information, to suggest needed changes in wording, and to permit choice among questions of similar apparent relevance to the purpose of the interview, bringing the time required to administer the interview down to three hours. Where time limitations forced a choice among questions, all of which had value, the emphasis was placed upon retaining questions most directly relevant to occupational, educational, and personal goal development.

Final Interview Form C and Rationale for Interview Questions

Two forms of the interview were used in field data collection. A Table of Contents for each form is shown in the Appendix, Section I-2. Form C was designed for use with men and women who are now civilians; Form M is for those still in the Army. A separate Respondent's Booklet was used with both forms of the interview (see Appendix, Section I-2). Each interview form proceeds in roughly chronological fashion through the individual's life. Form C will be described in some detail.

I. INTRODUCTION (Questions 1-6). These initial questions on current level of education, occupation, marital status, minority group membership are included to give the interviewer some acquaintance with the interviewee. They are an aid in anticipating broad groups of questions which may apply to the particular interviewee. They aid analysis by giving a convenient point to pick up important demographic data.

II. EXPERIENCES PRIOR TO ARMY SERVICE (Questions 1-60). The purpose of this section is to ascertain the activities, values, satisfactions, and plans of the individual in important areas of life prior to their entrance into the Army. This is obviously necessary to any adequate evaluation of the role Army service has played in their life.

A vast body of information about the individual -- background, interests, abilities, and plans -- is already contained in the Project TALENT file from the 1960 testing. Additional information from the

five-year post high school follow-up is also available for each of these men and women (see section on Data Collection and Appendix III-1). For some, one year follow-up data was available. However, since the period of time from the 1960 testing to entrance into the Army could theoretically vary from a matter of weeks to as much as 7-8 years (for a 1960 9th grader who entered the service just prior to the five-year follow-up), it was considered necessary to develop a much more extensive picture of the person's activities during this period, especially of their situation just prior to induction.

The first question in Section 1 asks the interviewees to describe their early development in their own terms. It is followed by seven questions which request selected facts concerning important background characteristics: the person(s) by whom the interviewee was reared, changes in parents' marital status, and parents' present and 1960 occupation and level of education. Although several of these items are contained in the TALENT file as of 1960, they are asked here in order to render this information current and to give a measure of reliability of this information at different times. Questions 8-14 obtain basic information on the students' high school experiences. Although the TALENT data on high school is extensive, most of the students in this sample were in 9th or 10th grade in 1960. Thus much of their high school experience is not covered in the existing data file, e.g., curriculum and grades. Similarly, if the student dropped out of high school, the reasons for this are incompletely known unless 1-year follow-up data are available for that person, hence, question 11 requests this information.

Questions 15-49 focus on activities in the period between the end of high school and induction in each of the major quality of life areas, especially educational and occupational experiences, family and other interpersonal relationships, material well-being, and leisure activities and interests.

Questions 50-57 deal with the circumstances surrounding entrance into the Army -- actions taken to avoid draft, reasons for enlistment, specific experiences which precipitated enlistment, immediacy

of the prospects of draft, preferences among service branches, reasons for selecting the Army, special enlistment options chosen by the enlistee, and expectations about the Army. These issues are explored in some detail because of their obvious bearing on problems of recruitment, especially under all-volunteer conditions. It seems likely that the individual's expectations about Army service, what they want to obtain from it, and how they see its place in their life at the time they enter are all important considerations. They are among the determining factors in how or whether they are socialized into the Army, what they obtain from this experience, and whether they later feel they got as much from it as they could have. A number of previous studies have examined the reasons why men and women enter the service, how often they select an option for a specific location over a choice in training, and so on. With a sample as small as that in the present study there is no possibility of shedding much new light on these questions. However, in most previous studies the subsequent experiences of these individuals have not been followed, or if they have, only through some part of their military service. Thus we may be able to obtain some data on the degree to which the Army served the purpose for which each man entered or what opportunity for a positive contribution was missed.

Questions 58-60 ask the interviewees to describe their personality and general outlook, their strengths and weaknesses at the time they entered the Army. It was anticipated that by asking similar questions directed to the times when they entered and left the Army and also to the present time one might get information on changes which the interviewee feels have occurred as the result of Army service and post-Army experiences in these less directly assessable areas. The questions are hence more exploratory than some of the items which ask about definite educational or occupational events.

III. ARMY EXPERIENCES (Questions 1-86). This large section of the interview deals with five major aspects of military experience -- classification, training, utilization (Including combat, leadership, and performance evaluation), social environment, reenlistment decisions, and effects of Army service.

Classification. Questions 2-8 explore the type of training received by the individual, the choice he or she had (or perceived) in selecting this training, the limitations (if any) posed by his/her AFQT scores or other factors, the basis upon which he or she made a selection of training, the person's views on whether this training or some other might have been preferable in light of what he or she now knows, and how this would have helped.

These questions get at several issues in classification. One of the oft-reported problems of recruitment and classification is that of individuals who perceive that they were "lied to" or misled by recruitment procedures, that they received an MOS/training at variance with some guarantee they had received, or that they were not informed of all of their real options. Questions 2-8 do allow for the descriptions of such experiences if they occurred. More importantly, however, these questions provide information on what the individual perceived his options to be and how his choices were made. Over and above the questions of establishing minimal performance requirements for entrance into a given field, and eliminating those who do not qualify, there remain many questions relating to optimal classification of manpower. One of these questions is how to classify an individual who is able to meet minimum requirements in several fields and how to aid him in making an appropriate choice among them, for him and for the Army. These questions fall in the general province of career guidance -- what information do individuals have, about their own aptitudes and interests and about how these relate to the activities involved in various jobs.

Training. Questions 9-10 determine more specifically the content of the individual's post-basic training. Question 11 asks how interesting each phase of this training was and why. These general questions are followed by questions 12-15 which refer to all the training received but ask for specific times when the individual really learned a lot, when they were not learning as much or as rapidly as they could have, and when they had trouble learning.

The questions also ask what changes in the learning situation or in the training they received would have been more beneficial to them. Such specific information was considered crucial for suggesting ways in which Army training programs might be improved from the standpoint of the learner.

One of the obvious potential benefits which an individual can receive from Army service is the opportunity to acquire a high school credential (G.E.D.) if the person did not complete high school earlier, or to take additional training in some area of interest. Questions 16-25 investigate what voluntary education was obtained, why it was or was not sought, and what value or satisfaction resulted.

Utilization. The purpose of this section is to identify the nature and duration of the individual's assignments (Questions 27, 28), what they liked and disliked about them (Questions 30,31), to find out how these assignments related to their training (Questions 40,41) and to determine what activities were judged to be productive or wasteful uses of their time (Questions 42,43). The importance of these questions is obvious. Many studies of job satisfaction and quality of life in the military service branches have emphasized the dissatisfaction engendered by inability to put training to use on assignments and by tasks whose utility for either individual or military purposes is unclear to the serviceman (e.g., Glickman, 1973; Gitter and Pinto, 1973). In the context of this study of individuals, then, it is important to understand what these individuals' experiences were with regard to use of training, and what their feelings of productivity were in their task assignments in order to understand the contribution which was or might have been made to their future lives by Army service. These questions were phrased so as to obtain as many reports as possible of actual experiences, within the limitations of memory, rather than merely opinions on how useful their work was.

One issue which repeatedly comes up in discussions of aspects of military life is that of choice in assignments and location. Only one specific question (Question 44) was included on this topic. It

asked about difficulties experienced in obtaining a desired assignment or station and how important this was to the person. Reference to any such problems would, however, be expected to arise in response to Questions 30 and 31 on likes and dislikes about assignments, and to later questions regarding the experiences of the person's spouse and reasons for reenlistment decisions.

Combat. Included among the questions on assignments are questions regarding time spent in combat (32-39). These questions were designed to obtain the basic facts on amount of time in combat, whether the person was wounded, and what long-term disabilities remain. The last two questions ask how this experience affected their ideas or feelings, and what specific problems were created by combat experience when they returned to civilian life. The questions are limited because it was not considered feasible to explore this topic in depth in an interview of this length, particularly in view of the small number of combat veterans which would be included in the sample. Information on the long range effects of combat on these individuals in a study of this sort should almost certainly come from an examination of the pattern of their post-combat careers, personal relationships, etc.

Leadership. Dissatisfaction with leadership patterns has been claimed to be one reason for non-reenlistment and lack of interest in a military career. The quality of leadership, supervision, and management are important factors in satisfaction with training and task assignments. Questions 45 to 48 asked for specific examples of exceptionally good or exceptionally poor performance by an NCO or unit leader and by a junior officer observed by the interviewee. No questions were included on senior officers since it was considered unlikely that these men and women of enlisted rank would have sufficient opportunity to observe and sufficient experience to evaluate such performance.

Performance evaluation/advancement. Questions 49 and 50 ask for the rank attained by the individual at the time of his separation from the service, for the degree of satisfaction with his or her advancement

in rank, and for the reasons for feeling this way. It would obviously be preferable to have additional information on the evaluation made by the individual's supervisor(s) concerning his or her preformance.* Failing this, questions 49 and 50 give some information on relative rate of advancement and on the individual's perception of the relationship between performance and advancement in the Army. A previous question, 29, which has not yet been mentioned, asked the individual to evaluate his or her own performance on each assignment and to describe the specific indications he or she had of this. It also asked the individual to evaluate the performance of his unit, an exploratory question which tryouts had revealed would elicit information dealing with leadership, organization, morale, and the degree to which the unit as a whole was involved in meaningful activities.

Social environment. This general area of Army experience was broadly conceived to include matters of discipline, general morale and orientation to the Army of the individual and his/her peers, the treatment of members of different races and cultures and of enlisted men vs. women, attitudes toward the Vietnam conflict, leisure and family activities, and the effects of Army service on the individual's family. Questions 51 and 52 obtain information on demotions, Article 15's, or other disciplinary actions incurred by the person and the circumstances surrounding them. The information was requested with a view toward evaluating the background experiences of those who incurred such disciplinary actions and gaining a more accurate understanding of their other Army experiences. Without explicit questions on these areas, an important consideration in assessing the effects of Army service on the person and the effects of the person's service on the Army could easily be omitted. Question 53 was included because

---

* Such information might have been obtainable from Army records, at least for a sample of the cases. However, due to the fire in the U.S. Army Record Center in St. Louis, this additional independent rating of performance could not be obtained.

the tryouts suggested that asking how their fellow servicemen and women felt about the Army elicited the individual's view of the general morale and orientation to service of his peers, or by contrast, that of various social groups which he saw as having an orientation to the Army different from his own.

One major issue which has faced the military over a considerable period of time is the treatment of members of differing racial and cultural groups, and of men and women, especially questions of equal treatment with regard to recruitment, classification, training, assignments, privileges, advancement, etc. Serious difficulties arise in investigating many aspects of this issue in an interview of the present sort, because the numbers of women and minority group members in the sample is small, and because many factors including the race or sex of the interviewer can operate to inhibit candor. Because of the fact that the group membership of many interviewees was not known in advance, it would have been difficult to control the pairings of interviewers and interviewees by race or sex. Nevertheless, because of the potential importance of this issue in the experiences of individuals in all groups, questions on this topic were included. Question 54 asks for a description of the "things you saw happening between persons of differing race and/or culture;" question 55 asks how this affected their attitudes toward other groups. Questions 56 and 57 ask for opinions on the equality of treatment of whites and non-whites and of men and women in the Army. This is followed up with a request for specific experiences which led to this view.

Question 58 takes another "political" issue of importance during the period of service of this group and asks for an opinion on U.S. involvement in Vietnam. The thought in including this question was that it might reveal interesting attitudinal differences among various groups in the sample -- e.g., the Vietnam and non-Vietnam vets, the draftees and enlistees, etc., and that these attitudes might have been an influence on their Army experience and their consequences.

Questions 59 - 74 deal with other factors which have been found to be relevant to quality of life, both in the Army (Gitter and Pinto, 1973) and for Americans in general: social and recreational opportunities, housing, health care and safety, mental health problems, relations with one's spouse or members of the opposite sex, having and rearing children, and the attitudes of the spouse toward the military, including the spouse's experiences with life on or near an Army base and with periodic separations.

Reenlistment. This area was once again approached by asking the interviewees to report specific experiences which made them feel that they should remain in the Army ( Question 75) or that they should get out as soon as possible (76). If they did reenlist at least once and/or if they are now separated from the service, they were asked their reasons for remaining in or getting out (77 - 80). They were also asked what changes in the Army might have influenced them to reenlist.

Effects of Army Service. The major purpose of the project is to evaluate the effects of Army service on the lives of the sample individuals. It is therefore important to allow the individual to describe these effects as well as to have such judgements made by an evaluator on the basis of the interview and longitudinal data. Questions 82 and 83 ask for specific times something good and something bad happened as a result of Army service: for a description of what happened and how it resulted from the person's Army service. Question 84 asks what different Army training or experiences might have been especially helpful and how the individual might have received this.

Question 85 asks how the individual's personality and outlook, which had been described as of the time he or she entered the Army, had changed during Army service and in what situations this change was apparent. Question 86 asks what valuable information or insights the individual acquired in the Army and how these were acquired.

their most and least satisfying educational experiences, changes in their education and training which would have been beneficial to them, satisfactions/dissatisfactions in their marriage or dating relationships, and so on. This section includes a self-description in terms of present personality and outlook on life, strengths, and weaknesses, and the person's thoughts on "where they are going," "who they will be," and "what they will be doing ten years hence."

Included in this section at appropriate places are specific questions which deal with the use or non-use of Army training and experience in civilian life and the use of various veterans' benefits -- veteran's job preference (Question 8), educational benefits (Question 32), college credit for Army experience (Question 33), VA home financing (Question 45), health benefits (Question 87), and service in the reserves or guard (Question 93).

The Respondent's Booklet.

The POST SEPARATION EXPERIENCES section also utilizes an accessory to the interview form termed the Respondent's Booklet. At three different points in the discussion of their present life this booklet was given to the interviewee in order for him to indicate with check-marks: (1) the degree of importance he attaches to various factors in evaluating a job, the degree to which his job has these factors, and his overall satisfaction with his present job; (2) which of a variety of types of non-work activities he participates in; and (3) the importance he attaches to each of the 18 quality of life areas as well as the degree to which his needs are met in each area of life. Each of these tasks underwent considerable independent development, which will be described here.

Job satisfaction. Since occupational effects of Army service were considered likely to be among the most frequent effects, it was considered desirable to get as detailed a picture of the person's present occupational development and satisfaction as possible. As an addition to the questions asking about job activities, likes and disliked, plans to remain on present job, prospects for other

comparable jobs, and job-directed activities (if unemployed), a check-list with 17 job satisfaction factors was prepared. The particular factors actually included and the overall job satisfaction ratings are shown in Figure I-3. An initial set of factors was compiled on the basis of existing lists such as those used in the Project TALENT 11-year follow-up questionnaires or Herzberg's job satisfaction factors developed through the collection of critical incidents of satisfying and unsatisfying job experiences (Herzberg, 1966).

This preliminary list was tried out on approximately 100 individuals -- 50 before and 50 after some modifications in the list.* Factors were eliminated or reworded so as to obtain items which would show the most correlation with overall job satisfaction as rated by each of these tryout individuals. During the course of this development, the descriptions of the rating scale points were also refined. In the final version each respondent was asked to rate the importance and amount of various factors on the following scale:

Importance:

Essential that a job have this.
Very important that a job have this.
Moderately important that a job have this.
Slightly important that a job have this.
Not important that a job have this.

Extent in present job:

My job has this to an outstanding degree.
My job has this to a substantial degree.
My job has this to a moderate degree.
My job has this to a very slight degree.
My job has none of this.

---

* These tryouts were conducted by Ms. Fran Stancavage as a special research project for a course in Educational Measurement and Evaluation. They were not supported by funds from this contract.

FIGURE I - 3

Factors Affecting Job Satisfaction as

Rated in Respondent's Booklet

Good income now or within a few years

Job security and permanence

Opportunity for promotion and advancement

Work in which I feel appreciated - having good work recognized and praised

Opportunity to see the results of my efforts and to feel a sense of accomplishment

Opportunity for development and growth in skills and responsibility

Independence and responsibility for my own work - the chance to plan and carry out tasks in my own way

Jobs where I can put my training to use

Work that is challenging and interesting to me

Variety in the things I do

Work that I believe is necessary or important for our society

Work that has status or prestige

Fair and respectful treatment by supervisor

Working with people who are friendly and cooperative

Managers and supervisors who are capable and know what they are doing

Rules and procedures that help me get work done effectively

Pleasant physical surroundings and equipment that is adequate for the job I have to do

Leisure activities. This checklist was designed to obtain a uniform record of each individual's leisure time activities. It includes 38 kinds of sports, 28 recreational and cultural activities, 32 possible hobbies and artistic activities, and 12 different religious and self-development activities. Early drafts of this form were tried out on about 30 unusual AIR staff members, leading to some addition of items and regrouping of activities.

Quality of life. The procedure for the development of the categories used to evaluate quality of life via the collection of critical incidents has already been described. The categories and their descriptions were shown in Figure I-1. In the earlier field interview pilot study interviewees rated the importance of each of the categories to their own lives and also rated separately how well their needs were being met in each area. This same rating procedure was followed in the present study, with only very minor changes in the wording of some categories. This rating procedure was the final activity in the interview. The rating scales used were:

| Importance: | How well needs met: |
|---|---|
| 5. Very important | 5. Nearly perfectly |
| 4. Important | 4. Very well |
| 3. Of moderate importance | 3. Well |
| 2. Of little importance | 2. Not very well |
| 1. Of no importance | 1. Poorly |
| | 0. Very poorly |

Differences Between Forms C and M

The form of the interview had to be modified somewhat in order to sensibly obtain information on the experiences of men and women who are still in the Army. The three sections of the interview Form M are outlined in the Appendix, Section I-2.

The first two sections are identical to those in interview Form C. In Section III of Form M, there is the provision for questions regarding a greater number of different training periods and assignments. Questions on present job (their current assignment), living conditions and housing, education, family

relationships, etc., are all integrated into this section. Since these individuals have necessarily reenlisted at some point, this is assumed in asking questions on factors predisposing them for or against reenlistment and an Army career. Except for essential wording changes, all questions on a given topic have the same wording in both forms.

Since it was possible that some of these men and women would have been out of the Army at some point since first entering, a section titled INTERIM EXPERIENCES asks about separation from the Army, work, and reenlistment during any such period.

Special questions to check on changes in responsiveness. In an interview of three hours' length there is obviously a possibility that the interviewee and the interviewer become tired. If this happens, the responses given later in the interview might tend to be less reliable or less complete than those given earlier. A simple procedure was used to give some check on this possibility. In half of the interviews a given question would appear in the beginning of the interview, in the other half, the same question would occur at the end. The three "lettered" questions chosen for this treatment were as follows:

| Question | Form C Front | Form C Back | Form M Front | Form M Back |
|---|---|---|---|---|
| A. What was your parents' education in 1960? | p. 5 | p. 93 | p. 5 | p. 91 |
| B. What specific skill or information might you have learned in high school which could have been of great value to you? How do you think this would have helped you? | p. 7 | p. 73 | p. 7 | p. 33 |
| C. Do you recall the exact date you entered the Army? (Month/day/year) | p. 7 | p. 93 | p. 7 | p. 91 |

Since "parents' education in 1960" is in the person's Project TALENT file, responses to the two questions can be compared. There is no independent information available on which is correct, however. Therefore, the best indication of unreliability which can be obtained is gotten by comparing the number of discrepancies between TALENT and interview data when this question appears in the front and when it appears at the back of the interview.

Question B. 2 on "desired changes in high school" requires some thought to formulate an answer. If interviewees are tiring substantially one might expect more "don't know," "can't think of anything," or less extensive responses the later the question occurs.

It was originally planned that the exact date of interviewee's entrance into the Army would be checked against Army records for at least a sample of interviewees. However, access to this information could not be obtained for reasons indicated earlier. In lieu of this, it was planned that the comparison would be made in terms of numbers of responses in which one portion of the date was not recalled, and numbers of responses with some recorded expression of uncertainty about the date.

## II. SAMPLE SELECTION AND CHARACTERISTICS

The target sample for the study was a group of 200 men and 50 women which would be representative of men and women around 30 years of age who have served on active duty for more than 6 months in the Army at an enlisted or a warrant officer rank. This group was to be drawn from among the nationally representative group of participants in Project TALENT. The selection was done in successive steps in which cases were gradually eliminated because they did not meet specific sample criteria. Some cases which could have been part of the target sample as defined above were also eliminated of necessity because the data required to determine whether or not an individual case met a particular sample criteria were not available. The progressive steps in sample selection will be descrived in detail below. The characteristics of the final sample on which data were obtained will also be discussed and compared with the desired target sample.

### Criteria and Progressive Steps in Selection of the Sample

Age. It was felt that a sample most representative of an age group could be obtained from the TALENT sample by using students who were ages 15 or 16 in March of 1960, regardless of their high school grade. This sample would have the advantage over other age groups of including many persons who would later drop out of high school after reaching age 16. Most 15 and 16 year olds are in grades 9 and 10, with some in higher and some in lower grades. The proposed sample from TALENT necessarily excluded those 15 and 16 year olds who were not yet in high school, but had the advantage mentioned of including many (although not all) of those in the age group who would later drop out of high school.

Very quickly it was determined that there were not going to be enough female 15 and 16 year olds with WAC experience to get a final sample of 50. Therefore, no age restriction was placed on the females. Their ages ranged from 13 to 19 years.

The detailed age criteria used for the men were such that cases were retained as valid if:

(a) ~~the age reported was 15 or 16~~ and the birthdate fell within the range of 2 March 1943 to 1 March 1945;

(b) the age reported was 15 or 16 or the birthdate fell within the critical two-year range (in this instance, the case was flagged as being potentially invalid and a final determination was made on the basis of other facts in the individual' TALENT file);

(c) one of the responses was missing from the record and the other lay within the acceptable bounds.

Cases were considered invalid and dropped from the sample if:

(a) both age and birthdate fell outside the acceptable bounds;

(b) one of the responses was missing and the one remaining was outside the acceptable bounds.

Army service The most recent data available to this study on whether or not a TALENT participant has had Army experience are contained in the responses to the five year follow-up questionnaires mailed to each individual five years after their supposed date of high school graduation. This means that individuals who did not enter the Army until more than five years after supposed graduation would necessarily be excluded. However, this did not seem to be a serious restriction since a relatively small number of enlisted-rank personnel enter after the ages of 23 or 24.

In order to arrive at a sample of cases with more than 6 months' active service at an enlisted or warrant officer rank in the regular Army or WACs, 9th, 10th, and 12th grade cases were eliminated which did not meet the criteria described below. Since appropriate questions were not included in the 5 year follow-up of 11th graders, no 11th grade cases were included. The other criteria were that:

(1) Only those cases with past or present active Army experience were retained in both male and female samples. This meant that all cases who had checked only past or present Reserve, Guard or ROTC experience as of the five-year follow-up questionnaires were eliminated;

(2) Only men and women who served at an enlisted or warrant officer rank were retained in the sample. The determination that an individual served on active duty as an officer and hence should be dropped from the sample was made (a) from the job codes indicating the respondent's current occupation checked on the five-year follow-up

questionnaires, and (b) for cases in the 9th grade five-year follow-up, from responses to a question dealing with status during active duty.

(3) In the female sample, cases known to be nurses were considered as invalid and hence discarded from the sample because they served in the Nurses' Corps and not in the WAC's. Women falling in this group were identified from the job codes mentioned previously and from the type of schooling completed and licenses held.

Information as to whether or not the individuals completed at least 6 months on active duty is not contained in the TALENT files and could not be obtained from Army files. Cases not meeting this requirement could only be eliminated at the time they were contacted regarding possible participation in the study.

Correction for respondent bias. Since many persons do not respond to the mailed TALENT follow-up questionnaires, follow-up data is gathered on a sample of non-respondents via a special Project TALENT follow-up of non-respondents. In order to compensate for respondent bias in the present study, the initial sample was drawn in such a way that regular and special respondents were represented in the same proportions as regular and non-respondent cases occur in the complete TALENT sample. The computer extraction of male cases resulted in an active sample of male cases in which regular respondents from the 9th grade follow-up were underrepresented. It was felt, however, that the distortion was not severe enough to warrant the added expense which would be incurred in drawing a new sample. For the purposes of this study, the male sample was considered to be broadly representative of individuals with Army service.

The balancing of respondents and non-respondents could not be maintained in the sample of women and still obtain a sufficient number of cases. Therefore, all regular and special respondent women in grades 9, 10, and 11 were considered in obtaining valid cases for the sample without regard to age or regular-special respondent status.

Table II-1 shows the number of cases originally selected from the TALENT files as well as the number eliminated for each of the four reasons described above. The resulting values represent the total number of valid cases (based on the information available in their records) in the male and female samples at each grade. From these cases, a sample of 200 men and 50 women was selected as the initial group to be contacted in the study. How these cases were selected is described in the next section.

Selection of a stratified random sample. A stratified random sample of males and females was selected from among the valid cases in each grade in the initial sample. Variables used in the stratification were:

(1) respondent class (regular or special);

(2) educational level as of the follow-up (less than high school, high school graduate, and college; and

(3) race (white, black, and other).

Variables of interest which were not used to stratify cases were socio-economic status (as indicated by SES index) and reading comprehension. The number of cases falling into each cell of the 2x3x3 matrix was tallied separately for each grade and sex. In order to obtain 200 males and 50 females in the stratified sample, 59 percent of the valid male cases and 48 percent of the valid female cases were chosen. The cases in each cell were placed in TALENT number order, and a subset of cases was selected randomly such that the number of cases chosen from the total available in the cell approximated the percentage sampling rules for that sex. Tables II-2 and II-3 show the distribution of cases on the stratification variables separately for male and female samples.

As a check on the accuracy of the sampling procedures used, several percentages were calculated to compare the initial sample and the stratified sample in each grade:

(a) the percentage that each row total and column total was of the total number of cases in the initial sample of valid cases.

(b) the percentage that each row total and column total was of the total number of cases in the stratified sample. An examination of the comparable

Table II-1

Selection of Valid Cases by Grade in the Male and Female Samples

| | Males | | | |
|---|---|---|---|---|
| | 9th | 10th | 12th | 9th |
| (1) Total number of five-year follow-up cases | 16701 | 18965 | 17512 | 16287 |
| (2) Number of cases selected from follow-up* | 106 | 322 | 14 | 39 |
| (3) Number of cases with no active Army experience | 14 | 57 | 4 | 1 |
| (4) Number of cases dropped because of age discrepancy | 0 | 8 | 2 | - |
| (5) Number of cases dropped because of officer rank | 3 | 11 | 0 | 4 |
| (6) Number of cases dropped because of nurse | - | - | - | 3 |
| (7) Number of valid cases remaining in the initial sample | 89 | 246 | 8 | 31 |
| (8) Number of cases selected to form 'original' contact group | 51 | 145 | 4 | 15 |





*Includes cases with any type of Army experience; includes only 15 and 16 year old males.

Table II-1

Selection of Valid Cases by Grade in the Male and Female Samples

| | Males | | | Females | | |
|---|---|---|---|---|---|---|
| | 9th | 10th | 12th | 9th | 10th | 12th |
| umber of five-year follow-up cases | 16701 | 18965 | 17512 | 16287 | 18353 | 17723 |
| of cases selected from follow-up* | 106 | 322 | 14 | 39 | 54 | 51 |
| of cases with no active Army experience | 14 | 57 | 4 | 1 | 4 | 4 |
| of cases dropped because of age discrepancy | 0 | 8 | 2 | - | - | - |
| of cases dropped because of officer rank | 3 | 11 | 0 | 4 | 0 | 1 |
| of cases dropped because of nurse | - | - | - | 3 | 16 | 8 |
| of valid cases remaining in the initial sample | 89 | 246 | 8 | 31 | 34 | 38 |
| of cases selected to form 'original' contact | 51 | 145 | 4 | 15 | 17 | 18 |



ses with any type of Army experience;

y 15 and 16 year old males.

percentages for each sample indicated that most differed by only 1 or 2 percentage points and in only one instance where the sample was very small did the percentages differ by more than this amount. The same percentage calculations were applied to the number of cases in each grade out of the total group in the initial and stratified samples for males and females. These values showed that the percentages of each grade in the stratified sample differed by only 1 or 2 points from those for each grade in the initial sample. Overall, the comparison of percentages both within and across grades for males and females indicated a high degree of similarity in the composition of the initial and stratified samples on the variables used for stratification.

Table II-2

Distribution of Cases in the Male Sample (N=200) by Stratification Variabl

| | Regular Respondent | | | Special Respondent | | |
|---|---|---|---|---|---|---|
| | White | Black | Other | White | Black | Other |
| 9th Grade | | | | | | |
| less than h.s. | 0 | 0 | 0 | 12 | 2 | 0 |
| high school | 2 | 0 | 0 | 23 | 5 | 1 |
| college | 1 | 0 | 0 | 5 | 0 | 0 |
| 10th Grade | | | | | | |
| less than h.s. | 17 | 3 | 0 | 7 | 0 | 0 |
| high school | 50 | 7 | 2 | 40 | 1 | 0 |
| college | 7 | 0 | 0 | 11 | 0 | 0 |
| 12th Grade | | | | | | |
| less than h.s. | 0 | 0 | 0 | 0 | 0 | 0 |
| high school | 1 | 0 | 0 | 3 | 0 | 0 |
| college | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Sample | | | | | | |
| less than h.s. | 17 | 3 | 0 | 19 | 2 | 0 |
| high school | 53 | 7 | 2 | 66 | 6 | 1 |
| college | 8 | 0 | 0 | 16 | 0 | 0 |

Table II-2

Distribution of Cases in the Male Sample (N=200) by Stratification Variables

| | Regular Respondent | | | Special Respondent | | |
|---|---|---|---|---|---|---|
| | White | Black | Other | White | Black | Other |
| Grade | | | | | | |
| than h.s. | 0 | 0 | 0 | 12 | 2 | 0 |
| school | 2 | 0 | 0 | 23 | 5 | 1 |
| ege | 1 | 0 | 0 | 5 | 0 | 0 |
| Grade | | | | | | |
| than h.s. | 17 | 3 | 0 | 7 | 0 | 0 |
| school | 50 | 7 | 2 | 40 | 1 | 0 |
| ege | 7 | 0 | 0 | 11 | 0 | 0 |
| Grade | | | | | | |
| than h.s. | 0 | 0 | 0 | 0 | 0 | 0 |
| school | 1 | 0 | 0 | 3 | 0 | 0 |
| ege | 0 | 0 | 0 | 0 | 0 | 0 |
| l Sample | | | | | | |
| than h.s. | 17 | 3 | 0 | 19 | 2 | 0 |
| school | 53 | 7 | 2 | 66 | 6 | 1 |
| ge | 8 | 0 | 0 | 16 | 0 | 0 |

Table II-3

Distribution of Cases in the Female Sample (N=50) by Stratification Variables

| | Regular Respondent | | | Special Respondent | | |
|---|---|---|---|---|---|---|
| | White | Black | Other | White | Black | Other |
| 9th Grade | | | | | | |
| less than h.s. | 0 | 0 | 0 | 0 | 0 | 0 |
| high school | 14 | 0 | 0 | 1 | 0 | 0 |
| college | 0 | 0 | 0 | 0 | 0 | 0 |
| 10th Grade | | | | | | |
| less than h.s. | 0 | 0 | 0 | 0 | 0 | 0 |
| high school | 4 | 1 | 0 | 9 | 0 | 1 |
| college | 0 | 0 | 0 | 2 | 0 | 0 |
| 12th Grade | | | | | | |
| less than h.s. | 1 | 0 | 0 | 0 | 0 | 0 |
| high school | 2 | 0 | 0 | 12 | 2 | 0 |
| college | 0 | 0 | 0 | 1 | 0 | 0 |
| Total Sample | | | | | | |
| less than h.s. | 1 | 0 | 0 | 0 | 0 | 0 |
| high school | 20 | 1 | 0 | 22 | 2 | 1 |
| college | 0 | 0 | 0 | 3 | 0 | 0 |

Table II-3

Distribution of Cases in the Female Sample (N=50) by Stratification Variables

| | Regular Respondent | | | Special Respondent | | |
|---|---|---|---|---|---|---|
| | White | Black | Other | White | Black | Other |
| th Grade | | | | | | |
| ess than h.s. | 0 | 0 | 0 | 0 | 0 | 0 |
| igh school | 14 | 0 | 0 | 1 | 0 | 0 |
| ollege | 0 | 0 | 0 | 0 | 0 | 0 |
| 0th Grade | | | | | | |
| ess than h.s. | 0 | 0 | 0 | 0 | 0 | 0 |
| igh school | 4 | 1 | 0 | 9 | 0 | 1 |
| ollege | 0 | 0 | 0 | 2 | 0 | 0 |
| 2th Grade | | | | | | |
| ess than h.s. | 1 | 0 | 0 | 0 | 0 | 0 |
| igh school | 2 | 0 | 0 | 12 | 2 | 0 |
| ollege | 0 | 0 | 0 | 1 | 0 | 0 |
| tal Sample | | | | | | |
| ess than h.s. | 1 | 0 | 0 | 0 | 0 | 0 |
| gh school | 20 | 1 | 0 | 22 | 2 | 1 |
| llege | 0 | 0 | 0 | 3 | 0 | 0 |

The Replacement of Cases and the Character of the Final Sample

It was the intent of the study to locate the 250 cases identified in the stratified sample and to encourage their participation in the study. However, some of the sample was unavailable or uncooperative, and some did not meet the criteria for inclusion in the sample. In these instances a replacement was selected either from the same stratum as the original case, or, if no replacment was available there, from nearby cells in a defined order of priority proceeding from grade (for men), to respondent class, educational level, and ethnic group. The choice among possible replacements within a cell was made on the basis of greatest similarity to the original case in 1960 reading comprehension and socio-economic levels.*

As can be seen in Table II-4, nearly half of the cases in the original sample needed to be replaced. A greater percentage of these were cases in the male sample than in the female sample. A total of 28 men and 11 women were replaced because their military service experience did not meet the criteria for inclusion in the sample. Among those original sample cases which remained, an additional number required replacement either because they were not contactable, not locatable, deceased, or declined to be interviewed for some reason. A greater percentage of the male cases required replacement for these reasons. Only twelve cases in all refused to participate at the time they were initially contacted by the project staff, but an additional 37 cases did not want to be interviewed when contacted by the local personnel to schedule the interview itself. Cases refusing to participate formed the largest group needing replacement in the sample. Only about 12 percent of the sample had to be replaced because the project staff was unable to locate these individuals or to contact them once they were located.

It had originally been planned that Army records on the initial sample would be examined so that cases not meeting the Army-defined criteria could

---

* Specifically, a replacement was selected such that the sum of the differences between the reading comprehension and SES scores of the original and replacement case was minimized for the stratum in question. Because of the relative means and standard deviations of each variable, this effectively gave about equal weight to reading and SES in determining replacement.

Table II-4

Breakdown of Reasons for Cases Needing Replacement

| | Men | Women | Total |
|---|---|---|---|
| Cases needing replacement for general reasons | | | |
| Unable to contact, e.g unlisted phone | 9 | 2 | 11 |
| Unable to locate | 16 | 4 | 20 |
| Deceased - auto accident | 1 | 0 | 1 |
| Refused - no time | 11 | 1 | 12 |
| Refused - illness | 1 | 0 | 1 |
| Declined at time of interview | 32 | 1 | 33 |
| TOTAL | 70 | 8 | 78 |
| PERCENT OF ENTIRE GROUP | 35% | 16% | 31% |
| Cases needing replacement because lacked desire Army Sample characteristics | | | |
| Served less than 6 months on active duty | 22 | 5 | 27 |
| Served as officer or nurse | 2 | 5 | 7 |
| Served in branch other than Army | 4 | 1 | 5 |
| TOTAL | 28 | 11 | 39 |
| PERCENT OF ENTIRE GROUP | 14% | 22% | 16% |
| Percent needing replacement for any reason | 49% | 38% | 47% |

be eliminated prior to the selection of the 250 cases in the stratified sample. Since access to these records was not possible at the time of the sample selection, the small numbers of invalid cases which were included in the sample could not be eliminated until the individual was contacted. Table II-4 shows that most of these cases were men and women who had completed less than six months of active duty. As mentioned previously, this was a criterion of the sample that was unavailable and hence could not be checked in the TALENT records on each case. A small number of cases were also eliminated because they had served as officers or as nurses or because they had served in a branch of the military other than the Army (even though they had marked past or present Army duty on the TALENT follow-up questionnaire).

The final sample who agreed to and then did participate in the study consisted of 166 men and 49 women. This reduction in sample size, particularly for the male sample, resulted primarily from the large number of cases who could not schedule the interview by the deadline set by project staff for selecting replacement cases. Tables II-5 and II-6 show the distribution of cases on the stratification variables separately for men and women in the final sample. A comparison of the proportion of cases in each cell for the original and final samples for the men and women is given in Tables II-7 and II-8. An examination of these tables indicates that the proportion of cases in the final sample within each cell differs at most by .03 for the men and .04 for the women from the proportion of cases in the original sample within each cell. In terms of the total sample distribution, only one cell in the original sample of men and one cell in the original sample of women was not represented in the final sample distribution. In the final sample of men, there was a slight decrease in the proportion of cases with less than high school education and a corresponding increase in the proportion of cases with high school education. The number of women included in the study was too small to make any observations about overall shifts in the distribution of cases. Overall, the final sample of men and women, although reduced in number, agreed closely

Table II-5

Distribution of Cases in the Final Male Sample (N=166) by Stratification Varia

| | Regular Respondent | | | Special Respondent | | |
|---|---|---|---|---|---|---|
| | White | Black | Other | White | Black | Other |
| 9th Grade | | | | | | |
| less than h.s. | 0 | 0 | 0 | 7 | 2 | 0 |
| high school | 3 | 0 | 0 | 18 | 5 | 0 |
| college | 1 | 0 | 0 | 4 | 0 | 0 |
| 10th Grade | | | | | | |
| less than h.s. | 14 | 0 | 0 | 6 | 0 | 0 |
| high school | 46 | 6 | 2 | 33 | 1 | 1 |
| college | 7 | 0 | 0 | 9 | 0 | 0 |
| 12th Grade | | | | | | |
| less than h.s. | 0 | 0 | 0 | 0 | 0 | 0 |
| high school | 0 | 0 | 0 | 1 | 0 | 0 |
| college | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Sample | | | | | | |
| less than h.s. | 14 | 0 | 0 | 13 | 2 | 0 |
| high school | 49 | 6 | 2 | 52 | 6 | 1 |
| college | 8 | 0 | 0 | 13 | 0 | 0 |

Table II-5

Distribution of Cases in the Final Male Sample (N=166) by Stratification Variables

| | Regular Respondent | | | Special Respondent | | |
|---|---|---|---|---|---|---|
| | White | Black | Other | White | Black | Other |
| Grade | | | | | | |
| than h.s. | 0 | 0 | 0 | 7 | 2 | 0 |
| school | 3 | 0 | 0 | 18 | 5 | 0 |
| ge | 1 | 0 | 0 | 4 | 0 | 0 |
| Grade | | | | | | |
| than h.s. | 14 | 0 | 0 | 6 | 0 | 0 |
| school | 46 | 6 | 2 | 33 | 1 | 1 |
| ge | 7 | 0 | 0 | 9 | 0 | 0 |
| Grade | | | | | | |
| than h.s. | 0 | 0 | 0 | 0 | 0 | 0 |
| school | 0 | 0 | 0 | 1 | 0 | 0 |
| ge | 0 | 0 | 0 | 0 | 0 | 0 |
| Sample | | | | | | |
| than h.s. | 14 | 0 | 0 | 13 | 2 | 0 |
| school | 49 | 6 | 2 | 52 | 6 | 1 |
| ge | 8 | 0 | 0 | 13 | 0 | 0 |

Table II-6

Distribution of Cases in the Final Female Sample (N=49) by Stratification V

| | Regular Respondent | | | Special Respondent | | |
|---|---|---|---|---|---|---|
| | White | Black | Other | White | Black | Other |
| 9th Grade | | | | | | |
| less than h.s. | 0 | 0 | 0 | 0 | 0 | 0 |
| high school | 16 | 0 | 0 | 1 | 0 | 0 |
| college | 0 | 0 | 0 | 0 | 0 | 0 |
| 10th Grade | | | | | | |
| less than h.s. | 0 | 0 | 0 | 0 | 0 | 0 |
| high school | 2 | 0 | 0 | 10 | 1 | 1 |
| college | 0 | 0 | 0 | 1 | 0 | 0 |
| 12th Grade | | | | | | |
| less than h.s. | 1 | 0 | 0 | 0 | 0 | 0 |
| high school | 2 | 0 | 0 | 12 | 2 | 0 |
| college | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Sample | | | | | | |
| less than h.s. | 1 | 0 | 0 | 0 | 0 | 0 |
| high school | 20 | 0 | 0 | 23 | 3 | 1 |
| college | 0 | 0 | 0 | 1 | 0 | 0 |

Table II-6

Distribution of Cases in the Final Female Sample (N=49) by Stratification Variables

| | Regular Respondent | | | Special Respondent | | |
|---|---|---|---|---|---|---|
| | White | Black | Other | White | Black | Other |
| **ade** | | | | | | |
| an h.s. | 0 | 0 | 0 | 0 | 0 | 0 |
| hool | 16 | 0 | 0 | 1 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 |
| **ade** | | | | | | |
| an h.s. | 0 | 0 | 0 | 0 | 0 | 0 |
| hool | 2 | 0 | 0 | 10 | 1 | 1 |
| | 0 | 0 | 0 | 1 | 0 | 0 |
| **ade** | | | | | | |
| an h.s. | 1 | 0 | 0 | 0 | 0 | 0 |
| hool | 2 | 0 | 0 | 12 | 2 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 |
| **ample** | | | | | | |
| an h.s. | 1 | 0 | 0 | 0 | 0 | 0 |
| hool | 20 | 0 | 0 | 23 | 3 | 1 |
| | 0 | 0 | 0 | 1 | 0 | 0 |

Table II-7

A Comparison of the Proportion of Cases in Each Cell of the Original and Final Male

| | Regular | | | Special | | |
|---|---|---|---|---|---|---|
| | White | Black | Other | White | Black | |
| 9th Grade | | | | | | |
| less than h.s. | .010/- | | | .060/.042 | .010/.012 | |
| high school | .005/.018 | | | .115/.108 | .025/.030 | . |
| college | -/.006 | | | .025/.024 | | |
| 10th Grade | | | | | | |
| less than h.s. | .085/.084 | .015/- | | .035/.036 | | |
| high school | .250/.277 | .035/.036 | .010/.012 | .200/.199 | .005/.006 | - |
| college | .035/.042 | | | .055/.054 | | |
| 12th Grade | | | | | | |
| less than h.s. | | | | | | |
| high school | .005/- | | | .015/.006 | | |
| college | | | | | | |
| Total Sample | | | | | | |
| less than h.s. | .085/.084 | .015/- | | .095/.078 | .010/.012 | |
| high school | .265/.295 | .035/.036 | .010/.012 | .330/.313 | .030/.036 | . |
| college | .040/.048 | | | .080/.078 | | |

Table II-7

Comparison of the Proportion of Cases in Each Cell of the Original and Final Male Samples

| | Regular | | | Special | | |
|---|---|---|---|---|---|---|
| | White | Black | Other | White | Black | Other |
| Grade | | | | | | |
| than h.s. | .010/- | | | .060/.042 | .010/.012 | |
| school | .005/.018 | | | .115/.108 | .025/.030 | .005/- |
| ge | -/.006 | | | .025/.024 | | |
| Grade | | | | | | |
| than h.s. | .085/.084 | .015/- | | .035/.036 | | |
| school | .250/.277 | .035/.036 | .010/.012 | .200/.199 | .005/.006 | -/.006 |
| ge | .035/.042 | | | .055/.054 | | |
| Grade | | | | | | |
| than h.s. | | | | | | |
| school | .005/- | | | .015/.006 | | |
| ge | | | | | | |
| Sample | | | | | | |
| than h.s. | .085/.084 | .015/- | | .095/.078 | .010/.012 | |
| school | .265/.295 | .035/.036 | .010/.012 | .330/.313 | .030/.036 | .005/.006 |
| e | .040/.048 | | | .080/.078 | | |

Table II-8

A Comparison of the Proportion of Cases in Each Cell of the Original and Final Femal

| | Regular | | | Special | |
|---|---|---|---|---|---|
| | White | Black | Other | White | Black |
| 9th Grade | | | | | |
| less than h.s. | | | | | |
| high school | .350/.33 | | | .020/.02 | |
| college | | | | | |
| 10th Grade | | | | | |
| less than h.s. | | | | | |
| high school | .080/.04 | .020/- | | .180/.20 | -/.02 |
| college | | | | .040/.02 | |
| 12th Grade | | | | | |
| less than h.s. | .020/.02 | | | | |
| high school | .040/.04 | | | .240/.24 | .040/.04 |
| college | | | | .020/- | |
| Total Sample | | | | | |
| less than h.s. | .020/.02 | | | | |
| high school | .400/.41 | .020/- | | .440/.47 | .040/.06 |
| college | | | | .060/.02 | |

Table II-8

mparison of the Proportion of Cases in Each Cell of the Original and Final Female Samples

| | Regular | | | Special | | |
|---|---|---|---|---|---|---|
| | White | Black | Other | White | Black | Other |
| Grade | | | | | | |
| than h.s. | | | | | | |
| school | .350/.33 | | | .020/.02 | | |
| ge | | | | | | |
| Grade | | | | | | |
| than h.s. | | | | | | |
| school | .080/.04 | .020/- | | .180/.20 | -/.02 | .020/.02 |
| ge | | | | .040/.02 | | |
| Grade | | | | | | |
| than h.s. | .020/.02 | | | | | |
| school | .040/.04 | | | .240/.24 | .040/.04 | |
| ge | | | | .020/- | | |
| Sample | | | | | | |
| than h.s. | .020/.02 | | | | | |
| school | .400/.41 | .020/- | | .440/.47 | .040/.06 | .020/.02 |
| ge | | | | .060/.02 | | |

with the original sample in terms of distribution across the stratification variables.

The adequacy of the final sample was also evaluated by comparing mean scores on SES and reading comprehension within each of the stratification variables for the original and final samples. Tables II-9 and II-10 show the breakdown of scores on each variable for the original and final samples of men and women. SES and reading comprehension scores of cases in the two samples differed by less than two points for each stratification variable except where the number of cases was too small to provide a stable estimate of the measure. The major difference between the original and final samples was in the group of men with less than high school education. The men in the final sample had somewhat lower SES scores but higher reading comprehension scores than the men in the original sample. This difference is consistent with the slight shift in the overall distribution of cases on the educational variable mentioned earlier. Overall, however, both the cell distributions and the SES and reading comprehension scores indicate substantial agreement between the original group of 250 cases selected for the study and the group on whom the results are based.

Procedures Used in Contacting Cases

A set of procedures were developed for the project staff to use in locating and contacting cases in the study. As mentioned earlier, the sample was selected on the basis of responses to questions on the five-year follow-up questionnaire to people who had been in the 9th, 10th, or 12th grade in 1960. The information available on a given case was thus about six to nine years old. Information from the person's TALENT file such as last known address, parents' names, and high school and/or colleges attended was used in locating cases. Local telephone books, information operators, Departments of Motor Vehicles, and Chambers of Commerce were also helpful sources of information.

Table II-11 shows the "locate" and "refusal" rates for the original 250 cases. The project staff was able to locate 92 percent of the cases in the time allotted for case search. This figure includes both cases who were contacted by telephone as well as cases with unlisted numbers who were contacted by mail. Although the "locate" rate was quite high, nearly half

Table II-9
Mean SES and Reading Comprehension Scores on Each Stratification Variable for the Original and Final Male Samples

| | | Original Sample | | | | Final Sample | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | SES | | R.C. | | SES | | | |
| Variable | Level | N | x | N | x | N | x | N | |
| | | (+2) | (4638) | | (965) | (+2) | (3581) | | |
| Grade | 9th | 49 | 94.65 | 51 | 18.92 | 38 | 94.24 | 40 | |
| | | (+1) | (13948) | (+5) | (3659) | (+3) | (11756) | (+1) | |
| | 10th | 144 | 96.86 | 140 | 26.14 | 122 | 96.36 | 124 | |
| | | | (401) | (+1) | (112) | | (112) | | |
| | 12th | 4 | 100.3 | 3 | 37.33 | 1 | 112.00 | 1 | |
| | | | | | | | 15499 | | |
| | | (+2) | (8424) | (+6) | (1998) | (+5) | (7032) | (+1) | |
| Respondent | Regular | 88 | 95.73 | 84 | 23.79 | 74 | 95.03 | 78 | |
| | | (+1) | (10563) | | (2738) | | (8417) | | |
| | Special | 109 | 96.91 | 110 | 24.89 | 87 | 96.75 | 87 | |
| | | (+2) | (17094) | (+5) | (4368) | (+5) | (13839) | (+1) | |
| Race | White | 177 | 96.58 | 174 | 25.10 | 144 | 96.10 | 148 | |
| | | (+1) | (1635) | (+1) | (301) | | (1336) | | |
| | Black | 17 | 96.18 | 17 | 17.71 | 14 | 95.43 | 14 | |
| | | | (258) | | (67) | | (274) | | |
| | Other | 3 | 86.00 | 3 | 22.33 | 3 | 91.1 | 3 | |
| | | | (3914) | (+2) | (686) | | (2723) | | |
| Education | Less than h.s. | 41 | 95.46 | 39 | 17.59 | 29 | 93.90 | 29 | |
| | | (+3) | (12670) | (+4) | (3263) | (+4) | (10721) | (+1) | |
| | High school | 132 | 95.98 | 131 | 24.91 | 112 | 95.72 | 115 | |
| | | | (2403) | | (787) | (+1) | (2005) | | |
| | College | 24 | 100.13 | 24 | 32.79 | 20 | 100.25 | 21 | |
| | | (+3) | | (+6) | | (+5) | | (+1) | |
| Overall | - | 197 | 96.38 | 194 | 24.41 | 161 | 95.96 | 165 | |

Table II-9
Mean SES and Reading Comprehension Scores on Each Stratification Variable for the Original and Final Male Samples

| | *Original Sample* | | | | *Final Sample* | | | |
|---|---|---|---|---|---|---|---|---|
| | SES | | R.C. | | SES | | R.C. | |
| el | N | x | N | x | N | x | N | x |
| | (+2) | (4638) | | (965) | (+2) | (3581) | | (755) |
| | 49 | 94.65 | 51 | 18.92 | 38 | 94.24 | 40 | 18.88 |
| | (+1) | (13948) | (+5) | (3659) | (+3) | (11756) | (+1) | (3243) |
| n | 144 | 96.86 | 140 | 26.14 | 122 | 96.36 | 124 | 26.15 |
| | | (401) | (+1) | (112) | | (112) | | (38) |
| a | 4 | 100.3 | 3 | 37.33 | 1 | 112.00 | 1 | 38.00 |
| | | | | | | 15499 | | 4036 |
| | (+2) | (8424) | (+6) | (1998) | (+5) | (7032) | (+1) | (1889) |
| lar | 88 | 95.73 | 84 | 23.79 | 74 | 95.03 | 78 | 24.22 |
| | (+1) | (10563) | | (2738) | | (8417) | | (2147) |
| ial | 109 | 96.91 | 110 | 24.89 | 87 | 96.75 | 87 | 24.68 |
| | (+2) | (17094) | (+5) | (4368) | (+5) | (13839) | (+1) | (3759) |
| e | 177 | 96.58 | 174 | 25.10 | 144 | 96.10 | 148 | 25.40 |
| | (+1) | (1635) | (+1) | (301) | | (1336) | | (221) |
| k | 17 | 96.18 | 17 | 17.71 | 14 | 95.43 | 14 | 15.79 |
| | | (258) | | (67) | | (274) | | (56) |
| r | 3 | 86.00 | 3 | 22.33 | 3 | 91.1 | 3 | 18.67 |
| | | (3914) | (+2) | (686) | | (2723) | | (573) |
| than h.s. | 41 | 95.46 | 39 | 17.59 | 29 | 93.90 | 29 | 19.76 |
| | (+3) | (12670) | (+4) | (3263) | (+4) | (10721) | (+1) | (2794) |
| school | 132 | 95.98 | 131 | 24.91 | 112 | 95.72 | 115 | 24.30 |
| | | (2403) | | (787) | (+1) | (2005) | | (669) |
| ge | 24 | 100.13 | 24 | 32.79 | 20 | 100.25 | 21 | 31.86 |
| | (+3) | | (+6) | | (+5) | | (+1) | |
| | 197 | 96.38 | 194 | 24.41 | 161 | 95.96 | 165 | 24.46 |

Table II-10

Mean SES and Reading Comprehension Scores on Each Stratification Variable for the Ori
and Final Female Samples

| Variable | Level | Original Sample SES | | | R.C. | | Final Sample SES | | |
|---|---|---|---|---|---|---|---|---|---|
| | | N | x | N | x | N | x | N | |
| Grade | 9th | 15 | (1440) 96.00 | 15 | (407) 27.13 | 17 | (1656) 97.41 | 17 | |
| | 10th | 17 | (1619) 95.24 | 17 | (497) 29.24 | 15 | (1427) 95.13 | 15 | |
| | 12th | (+1) 17 | (1710) 100.59 | 18 | (595) 33.06 | (+1) 16 | (1582) 98.88 | (+1) 16 | |
| Respondent | Regular | 22 | (2085) 94.77 | 22 | (619) 28.14 | 21 | (1976) 94.10 | (+1) 20 | |
| | Special | (+1) 27 | (2684) 99.41 | 28 | (880) 31.43 | (+1) 27 | (4238) 99.59 | [illegible] | |
| Race | White | (+1) 45 | (4351) 96.69 | 46 | (1384) 30.09 | (+1) 44 | (4238) 96.32 | (+1) 44 | |
| | Black | 3 | (303) 101.00 | 3 | (92) 30.67 | 3 | (312) 104.00 | 3 | |
| | Other | 1 | (115) 115.0 | 1 | (23) 23.00 | 1 | (115) 115.00 | 1 | |
| Education | Less than h.s. | 1 | (89) 89.00 | 1 | (16) 16.00 | 1 | (89) 89.00 | 1 | |
| | High school | (+1) 45 | (4380) 97.33 | 46 | (1352) 29.39 | (+1) 46 | (4478) 97.35 | (+1) 46 | |
| | College | 3 | (300) 100.00 | 3 | (131) 43.67 | 1 | (98) 98.00 | 1 | |
| Overall | | 49 | 97.33 | 50 | 29.98 | 48 | 97.19 | 48 | |

Table II-10

an SES and Reading Comprehension Scores on Eacn Stratification Variable for the Original and Final Female Samples

| Level | Original Sample SES N | SES x | R.C. N | R.C. x | Final Sample SES N | SES x | R.C. N | R.C. x |
|---|---|---|---|---|---|---|---|---|
| | | (1440) | | (407) | | (1656) | | (481) |
| 9th | 15 | 96.00 | 15 | 27.13 | 17 | 97.41 | 17 | 28.29 |
| | | (1619) | | (497) | | (1427) | | (432) |
| 10th | 17 | 95.24 | 17 | 29.24 | 15 | 95.13 | 15 | 28.80 |
| | (+1) | (1710) | | (595) | (+1) | (1582) | (+1) | (556) |
| 12th | 17 | 100.59 | 18 | 33.06 | 16 | 98.88 | 16 | 34.75 |
| | | (2085) | | (619) | | (1976) | (+1) | (567) |
| Regular | 22 | 94.77 | 22 | 28.14 | 21 | 94.10 | 20 | 28.35 |
| | (+1) | (2684) | | (880) | (+1) | (4238) | | (902) |
| Special | 27 | 99.41 | 28 | 31.43 | 27 | 99.59 | 28 | 32.21 |
| | (+1) | (4351) | | (1384) | (+1) | (4238) | (+1) | (1345) |
| White | 45 | 96.69 | 46 | 30.09 | 44 | 96.32 | 44 | 30.57 |
| | | (303) | | (92) | | (312) | | (101) |
| Black | 3 | 101.00 | 3 | 30.67 | 3 | 104.00 | 3 | 33.67 |
| | | (115) | | (23) | | (115) | | (23) |
| Other | 1 | 115.0 | 1 | 23.00 | 1 | 115.00 | 1 | 23.00 |
| | | (89) | | (16) | | (89) | | (16) |
| Less than h.s. | 1 | 89.00 | 1 | 16.00 | 1 | 89.00 | 1 | 16.00 |
| | (+1) | (4380) | | (1352) | (+1) | (4478) | (+1) | (1414) |
| High school | 45 | 97.33 | 46 | 29.39 | 46 | 97.35 | 46 | 30.74 |
| | | (300) | | (131) | | (98) | | (39) |
| College | 3 | 100.00 | 3 | 43.67 | 1 | 98.00 | 1 | 39.00 |
| | 49 | 97.33 | 50 | 29.98 | 48 | 97.19 | 48 | 30.60 |

Table II-11

Analysis of "Located" and "Refusal" Rates for the Original Sample

| | Men | Women | Total |
|---|---|---|---|
| Cases from the original sample | (200) | (50) | (250) |
| # of cases located by cut-off date | 175 | 44 | 219 |
| # of cases located but not contactible by cutoff date | 9 | 2 | 11 |
| Total Located | 184 | 46 | 230 |
| Percent Located | 92% | 92% | 92% |
| # of cases not located or not contacted by cutoff date | 25 | 6 | 31 |
| # of cases disqualified | 28 | 11 | 39 |
| # of cases deceased | 1 | 0 | 1 |
| # of cases declined | 12 | 1 | 13 |
| # of cases cancelled interview | 32 | 1 | 33 |
| TOTAL NEEDING REPLACEMENT | 98 | 19 | 117 |
| # of participants from original sample | 102 | 31 | 133 |
| # of participants from replacement cases | 64 | 18 | 82 |
| TOTAL PARTICIPANTS | 166 | 49 | 215 |

of the sample had to be replaced because they either refused to or were unable to participate or because they did not meet the sample criteria. Of those cases who participated in the study, about 60 percent came from the original sample and about 40 percent from available replacements. In order to determine if there were any differences between people who agreed to participate and those who refused, the background characteristics of the two groups were compared. Table II-12 shows the distributions for the men and women who did not want to participate in the study. A comparison of this table with Tables II-7 through II-10 indicates that a slightly higher percentage of the men who refused to participate had less than high school education and were black as compared to men who completed the interview. The two groups of men differed by less than 2 points on SES and reading comprehension scores. The women who refused to participate in the study did not appear to differ to any large extent from those who agreed to participate.

In summary, the TALENT data bank files were used in selecting a group of men and women who had entered the Army within five years after their supposed date of graduation, had served at an enlisted or warrant officer rank, and had served more than six months on active duty. The males in the group were selected under the additional constraint that they were 15 or 16 years old in 1960, and in such a way as to balance the numbers of five year follow-up respondents and non-respondents (represented by "special" respondents) in the group. From this group, a stratified random sample of 200 men and 50 women was chosen, and procedures were developed to locate and contact the individuals in the sample. Although more than 90 percent of the group was located, nearly half of the sample had to be replaced by other cases with similar backgrounds. A comparison of the original and final samples on the stratification and other variables used in the study indicated a high degree of similarity between the two groups. Additional checks of cases refusing to participate showed that they were similar in background to the group completing the interviews. Hence, attrition from the sample and the availability of replacement cases had little effect on the character of the final sample in

Table II-12

Characteristics of Group Refusing to Participate in the Study

Men Refusing to Participate (N= 44):

Race:
38 White (86%)
5 Black (11%)
1 Other (2%)

Mean SES: 96.93
Mean R.C.: 23.23
(Mdn=22)

Education completed:
10 less than high school (23%)
32 High school (73%)
2 College (5%)

Women Refusing to Participate (N=2):

Race:
2 White

Mean SES: 107.0
Mean R.C.: 20.0

Education completed:
2 High school

terms of grade in 1960, 5-year follow-up respondent/non-respondent status, ethnic group, educational level, and 1960 reading comprehension and SES level. The final sample is considered to be broadly representative of the group originally drawn from the TALENT files, and hence to be broadly representative of men and women around 30 years of age with more than six months of active Army service.

## III. Data Collection

The two sources of information on the characteristics of experience of the men and women in the present study are (1) the results of the Project TALENT testing in 1960, along with the information in the mail follow-up questionnaire completed by the individual over the subsequent years, and (2) the data gathered in the present study in the course of a personal interview with each individual which took place some time between February and June, 1974. The contents of the interview have already been described. The following sections describe the procedures used to assemble or collect these data and the nature of the resulting data available for each individual.

### The Project TALENT Data

Data on each of the cases in the present study are stored on magnetic tape as part of the large Project TALENT Data Bank. Each individual's record consists of individual and composite scores on a battery of tests of developed abilities, interest inventory responses, and information on family background, activities, and plans which were gathered during the two-day nationwide Project TALENT testing in which each of these students participated while in high school in 1960. The record also contains information on the individual's post high school educational, occupational, and family activities and plans which he/she has provided in mailed follow-up questionnaires returned at periodic intervals since leaving high school. A more complete description of the Project TALENT testing and the data on file can be found in The Project TALENT Data Bank: A Handbook (1972) and in the report on The American High School Student (Flanagan, et al., 1972).

In order to access each individual data file, it was necessary to translate the stored information into a printed form which could be read and understood by those attempting to evaluate the cases and to perform the planned analyses. Programs necessary to perform this translation were written. The first portion of the data is a profile of the 38 aptitude, information, and interest inventory scores plotted by hand from the printout of raw scores in terms of percentile norms appropriate for that individual's sex and grade at testing. The remainder of the printout contains 1960 and follow-up information -- abbreviated questions and the particular response

options selected by the individual. It is organized chronologically within topic area.

Some selectivity was exerted in the selection of information to be printed from the master file. For example, the 38 variables used were chosen from among the larger number available and were those which have been shown to be most reliable and to be most predictive of academic achievement and to discriminate best among those who enter various post-high school careers (see AIR's Career Data Book, Flanagan, et al., 1973).

## Collection of the Personal Interview Data

Local coordinators and interviewers. The conduct of the interviews in this study was coordinated by senior behavioral scientists in universities, research organizations, and other institutions across the country. These coordinators selected interviewers, aided them in preparing for the interviews, and were responsible for the secure handling of materials and their return to Palo Alto. The interviews were conducted by graduate students and others with behavioral science and educational research training. The preparation of coordinators and interviewers was accomplished with manuals prepared by project staff.

The manuals were sent to interviewers and coordinators as soon as they agreed to help with the study. Information on how, when, and where to contact the interviewee and a packet of blank interview materials were mailed at the same time or as soon as each interviewee in the coordinator's area was located and agreed to participate in the interview.

The 94 external coordinators and 108 interviewers who assisted in data collection are listed in Appendix III-1 along with the institutions with which they are affiliated. The coordinators were either already known to project staff or were identified through their membership in APA, AERA, through college and university faculty directories, by recommendation of chairmen of departments of psychology or education, or via the department of guidance services of local educational agencies. In some cases a person initially contacted to serve as coordinator was interested in the study and conducted the interview(s) himself. In a few other cases, no appropriate coordinator could be identified and an interviewer was contacted directly.

In most cases this was an individual whose qualifications and experience were personally known to project staff. In all cases of interviewers functioning independently of local coordination, an additional phone call was made to the interviewer after he/she had read the interviewer preparation materials, to discuss the procedures and answer any remaining questions.

The educational, age, sex, and racial characteristics of the interviewers are shown in Table III-1. It can be seen that the vast majority of the interviewers have graduate degrees or substantial graduate training. In those few instances where an undergraduate student served as interviewer, this person was selected for his competence and maturity by a senior coordinator.

There was no attempt in this study to ask coordinators to assign interviewers only to interviewees of the same race or sex. The pairing which did occur is shown in Table III-2.

Table III-1

Interviewer Characteristics

(Total number of interviewers = 108)

Education/Degrees:

| | |
|---|---|
| 2 | A.A. completed |
| 30 | B.A./B.S. completed or in progress |
| 51 | M.A./M.S. completed or in progress |
| 18 | Ph.D./Ed.D. completed or in progress |
| 7 | No information |

Race:

| | |
|---|---|
| 93 | White |
| 2 | Black |
| 1 | Other |
| 12 | No information |

Sex:

| | |
|---|---|
| 68 | Male |
| 36 | Female |
| 4 | No information |

Age (computed for N = 103):

| | |
|---|---|
| Range | 21-58 years |
| Median | 29 years |

Table III-2

Pairing of Interviewers with Participants by Race and Sex

| | Race of Participant | | | |
|---|---|---|---|---|
| Race of Interviewer | White | Black | Other | |
| White | 188 | 15 | 3 | |
| Black | 1 | 1 | 0 | |
| Other | 1 | 0 | 0 | |
| No information | 5 | 2 | 0 | |
| | 194 | 18 | 3 | 215 |

| | Sex of Participant | | |
|---|---|---|---|
| Sex of Interviewer | Male | Female | |
| Male | 94 | 26 | |
| Female | 66 | 22 | |
| No information | 6 | 1 | |
| | 166 | 49 | 215 |

Preparation Materials

The materials developed to prepare the coordinators and interviewers consisted of three booklets: the Coordinator's Handbook, the Interviewer's Handbook, Part I: Procedures, and Part II: Sample Interview. These handbooks define the responsibilities of interviewers and coordinators. They also explain how to go about setting up the interview, answering questions from the interviewee, conducting the interview, writing up interview notes, protecting the rights of the interviewee and securing the confidentiality of the data, returning the materials to AIR-Palo Alto, and securing payment for these activities.

The basic procedures described in these booklets had been tried out in the pilot interview study of factors affecting the quality of life of 30 year olds, and the manuals themselves were based upon the versions used in the pilot study. They were modified to make them specific to an interview dealing with Army service -- describing the purpose of this study, using

examples of questions and responses from the actual interview form, with examples of interviewer techniques from the tryouts with 12 San Francisco Bay Area veterans. The Sample Interview was exactly the same as the real interview form, with responses and interviewer probes entered from an actual tryout interview with a Bay Area veteran.

There are two basic criteria for assessing the success of these materials. The first is the reactions of the field staff and the questions they had which were not adequately answered in the handbooks. The second, and more important, criterion is whether or not the interviews conducted were adequately done -- a measure also dependent upon the quality of the interviewers selected.

Interviewer Questions and Comments

In general, there were very few questions raised by interviewers or coordinators which they could not answer from the handbooks. The questions which did arise were primarily with regard to how long they should continue in attempting to schedule an interview when for some reason this could not be accomplished immediately. In preparation for a subsequent revision of the materials in connection with a study of the educational experience of a group of Project TALENT students, comments were solicited from two interviewers who had each done many very successful interviews for this study, and had thus had a chance to compare the handbook with actual interview experiences. Both felt the materials were thorough. The modifications which they suggested were primarily those of adding an explicit acknowledgement of the particular difficulties of this sort of open-ended interview and of clarifying policies with regard to the use of a tape recorder.

Quality of the interviews conducted. The quality of the interviews conducted in the field was very good. There were no instances where a case had to be discarded because the data was not usable in the analysis, with the exception of the three interviews done with men who proved (when the interviews were returned) to have been in the Navy or Air Force. These men had assumed when contacted that by "Army" we meant "Armed Forces," and the interviewers went ahead with the interviews.

There were only two aspects of the conduct of the interviews which produced less than the desired results. First, because of some unfamiliarity with Army procedures or misreading of interviewer instructions, interviewers occasionally omitted a question which should have been asked of a particular interviewee or asked one which did not clearly apply. For example, some interviewers asked the first questions on training with reference to Basic training rather than "first post-Basic training." There was also occasionally a failure to encourage the interviewee to be more specific in his/her description of events, leaving some general responses which did not contribute as much as they might have to an understanding of the topic. Related to this were instances where an interviewer did not follow up on a hint about some potentially very important event or condition of the interviewee's life.

In general, however, the results of the field data collection appeared to be quite successful and the data as a whole quite adequate for the analyses.

## IV. DATA ANALYSIS

### Procedures Used

Response to individual questions. The following procedure was used for analyzing the responses to the individual questions, particularly the open-ended questions contained in the interview. In order to reduce the information contained in the responses to a manageable level, 50 interviews completed by male participants were first selected for more intensive examination. For each question dealing with a major topic of interest to the study, a set of statements or codes was developed which represented the range of responses contained in this subset of interviews. An effort was made to have the codes be specific enough in content so as to provide meaningful information but not so specific as to represent the experiences of only one or two participants. This set of codes was then tried out on 50 other male interviews to determine if the codes were comprehensive enough to be used with another group of responses. Ambiguous codes were clarified and other codes added to deal with responses not encountered previously. The revised codes were then used on the remainder of the male interviews.

Although the interviews for the female participants contained the same questions as the interviews for the male participants, the experiences and hence the responses of the women differed in some ways from those reported by the men. The set of codes developed for the females was thus in some instances different from those for the males, and due to constraints on the available time and the small number of subjects, the analysis for the females was less extensive than for the males.

Individual case analysis. In addition to tabulating judgments and experiences across the entire sample or particular subgroups of the sample such as draftees and enlistees, a more intensive analysis was made of the effects of Army service upon occupational development. The approach to this problem consisted of accumulating the experiences reported by the men themselves which had good or bad effects on their careers and as well as reports of the ways in which the experience might have been more beneficial to them. Each case history was then read by a senior staff member who made a judgment as to

whether or not each possible positive or negative effect had occurred and a judgment as to whether the individual's history and subsequent experiences suggested any (listed) ways in which his Army experience might have been more helpful. In addition, based upon the above tallies for each case, and their own evaluation of the importance of the experiences in terms of the individual's career development, the evaluator rated the overall impact of Army service on the person's occupational development on a five-point scale from very positive to very negative. This procedure is spelled out more completely in the appropriate results section.

Evaluation and validation of interview data. Special measures were taken to evaluate whether or not interviewees might be too tired or disinterested at the end of a three-hour interview to give accurate or complete answers. Three special questions were placed at differing points in the interview, and responses to these questions were compared as a function of placement.

The question on parents' education in 1960 appeared on p. 5 in about half of the interviews completed and on p. 91 or p. 93 in the other half. Responses were compared with those given by the student in 1960, and the consistencies and inconsistencies were tabulated. There were a few instances where the question was not answered in 1960, not asked in the interview, or where the student indicated in 1960 that he didn't know the educational level of a parent. There were also instances where no judgment on consistency could be made because an ambiguity in the options for education level used in 1960 left a possible ambiguity on the part of the student on whether 7th and 8th grade education should be regarded as "grammar school" or "some high school."

The results are shown in Table IV-1. There is no indication that the length of the three-hour interview contributes in any way to increasing the inconsistency between 1960 and 1974 reports on parents' education.

The question on exact date of entrance into the Army was also analyzed to see if there was more certainty regarding this date when the question was at the beginning of the interview than when it was at the end. The results ( Table IV-1) show no greater number of incomplete dates (e.g., month and year recalled, but not day) when the question is asked at the end of the interview than when it is asked near the beginning.

TABLE IV-1

Comparison of Responses to Some Questions Occurring at the Beginning or End of the Interview

| | Mother's education | | Father's education | |
|---|---|---|---|---|
| N=215 | Q asked near beginning | Q asked at end | Q asked near beginning | Q asked at end |
| Consistent | 62.7 | 70.0 | 55.8 | 61.1 |
| Inconsistent | 22.5 | 23.1 | 27.5 | 26.6 |
| Cannot determine | 14.7 | 7.0 | 16.6 | 12.4 |

| | Exact date of entrance into Army | |
|---|---|---|
| N=215 | Q asked near beginning | Q asked at end |
| Date complete | 85.3 | 85.0 |
| Date incomplete or uncertainty indicated | 14.7 | 15.0 |

| | Skill or information which might have been gained in high school | |
|---|---|---|
| | Q asked near beginning | Q asked at end |
| Number answering "Don't know," "no," "none," or "nothing" | 25.5 | 23.9 |
| Number giving specific skill or information, "everything was fine," or "nothing would have helped at all." | 74.5 | 76.1 |

The question which asks what skills of information the interviewee might profitably have learned in high school was analyzed in terms of the numbers of "don't know" and "nothing" responses, as a function of the position of the question in the interview. No differences were found (Table IV-1).

These admittedly limited checks do not appear to give any evidence that the information given in the latter parts of the interview should be regarded as less reliable than those given in the beginning.

## V. RESULTS

### Pre-Army Characteristics of Males in Sample

The background characteristics of the men in the sample were examined based upon information in their TALENT files or information obtained from the interview. Tables V-1 to V-4 show that the men who were drafted were about 21 1/2 years old at the time they entered the Army. Most had completed high school, some vocational training, or some college, and possibly a college degree, entering the Army about three years after leaving high school. At that time, about one-third expected high school diplomas, and another one-third expected to graduate from college. The remainder of the group expected some vocational or college training or had no plans with respect to educational goals. In comparison with the reading comprehension scores of other males in their grade at the time of testing, it appears that about 64% of the draftees scored below the 50th percentile for their grade; 35% scored below the 25th percentile.

About one-fourth of these men say they had no career plans at the time they entered the Army. Of those with plans, the most frequently chosen career areas were mechanical and industrial trades, the fine and performing arts, sales, and general labor. Most of these men had never been married when they entered, and only 4% had children.

The men who enlisted in the Army were younger by about 1 1/2 years (average age 19 yrs., 11 mos.) than the 2 year men. They generally entered the Army less than two years after leaving high school. Slightly more of the enlistees had not graduated from high school, and fewer had any post high school vocational or college education. About the same percentages in each group expected that they would have a high school diploma (at most) in their lifetime, or that they would have a college degree.

The draft induced and voluntary groups differ in their distributions of scores on 38 of the TALENT variables (Figure V-1). Among the enlistees interviewed 49% had reading comprehension scores below the 50th percentile (Table V-1). The pre-Army career plans of the two groups also differ in several respects. There are a greater proportion of enlistees who report having no career plans at the time they entered the Army and fewer who report career plans in the areas of business administration or sales, and the fine or performing arts. In addition, nearly all of the enlistees were single (never married) as compared with about two-thirds of the draftees.

TABLE V-1

Selected Background Characteristics

| | Mode of Entrance: | | Motivation for Entrance: | | Total |
|---|---|---|---|---|---|
| | Drafted (N=80) | Enlisted (N=86) | Draft Induced (N=84) | Voluntary (N=82) | (N=166) |
| **Time of Entrance (N=166)** | | | | | |
| Age at Entrance (years-months) | 21-5 | 19-11 | 22-1 | 19-2 | 20-8 |
| Months from H.S. to Entrance | 38.0 | 20.6 | 45.4 | 12.8 | 29.3 |
| **1960 Reading Comprehension Quartile (N=166)** | | | | | |
| 0-24 Percentile | 28 | 23 | 25 | 26 | 51 |
| 25-49 Percentile | 23 | 19 | 18 | 24 | 42 |
| 50-74 Percentile | 16 | 25 | 19 | 22 | 41 |
| 75-99 Percentile | 13 | 18 | 22 | 9 | 31 |
| No score | | 1 | | 1 | 1 |
| **Race/Ethnic Group (N=166)** | | | | | |
| White | 74 | 75 | 78 | 71 | 149 |
| Black | 5 | 9 | 5 | 9 | 14 |
| Oriental | 0 | 1 | 0 | 1 | 1 |
| Other | 1 | 1 | 1 | 1 | 2 |
| **Marital Status at Entrance (N=166)** | | | | | |
| Never Married | 63 | 78 | 62 | 79 | 141 |
| Married | 14 | 7 | 18 | 3 | 21 |
| Separated or Divorced | 3 | 1 | 4 | 0 | 4 |
| **Children at Entrance (N=166)** | | | | | |
| None | 77 | 83 | 79 | 81 | 160 |
| 1 or 2 | 3 | 3 | 5 | 1 | 6 |

TABLE V-2

Education Level Attained at Time of Entrance into Army

| | Mode of Entrance | | Motivation for Entrance | | Total |
|---|---|---|---|---|---|
| | Drafted (N=80) | Enlisted (N=86) | Draft Induced (N=84) | Voluntary (N=82) | (N=166) |
| Less than High School Graduate | 12 | 18 | 7 | 23 | 30 |
| High School Diploma | 31 | 37 | 24 | 44 | 68 |
| GED | 0 | 1 | 1 | 0 | 1 |
| High School and Some Vocational, Technical, or Secretarial Trng. | 11 | 4 | 13 | 2 | 15 |
| One Year College or Less | 8 | 8 | 8 | 8 | 16 |
| Two Years College (or A.A.) | 6 | 6 | 10 | 2 | 12 |
| 3-4 Years College (no degree) | 4 | 3 | 6 | 1 | 7 |
| B.A. or B.S. Degree | 7 | 7 | 12 | 2 | 14 |
| Graduate or Professional Training or Degree | 1 | 2 | 3 | 0 | 3 |

TABLE V-3

Maximum Education Expected in Lifetime

at Time of Entrance into Army

| | Mode of Entrance | | Motivation for Entrance | | Total |
|---|---|---|---|---|---|
| | Drafted (N=80) | Enlisted (N=86) | Draft Induced (N=84) | Voluntary (N=82) | (N=166) |
| Less than High School Graduate | 4 | 4 | 2 | 6 | 8 |
| High School Diploma | 29 | 27 | 22 | 34 | 56 |
| GED | 0 | 3 | 1 | 2 | 3 |
| High School and Some Vocational, Technical, or Secretarial Trng. | 4 | 0 | 3 | 1 | 4 |
| Two Years College (or A.A.) | 3 | 6 | 5 | 4 | 9 |
| B.A. or B.S. Degree | 22 | 26 | 28 | 20 | 48 |
| Graduate or Professional Training or Degree | 4 | 8 | 9 | 3 | 12 |
| Didn't know | 5 | 8 | 6 | 7 | 13 |

TABLE V-4

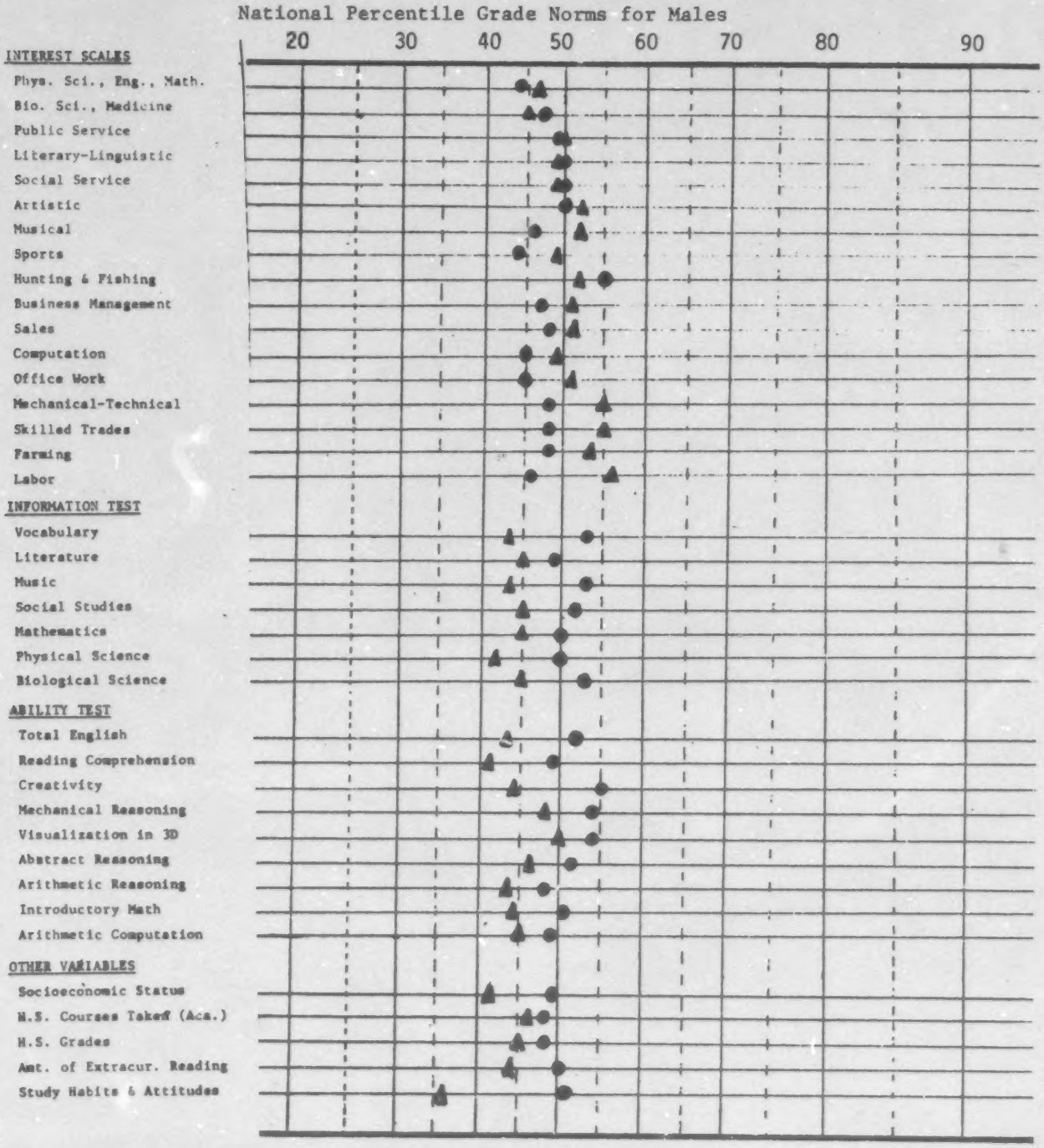
Percentage of Men Planning Careers in Each of 12 Career Groups

| | Mode of Entrance | | Motivation for Entrance | | Total |
|---|---|---|---|---|---|
| | Drafted (N=80) | Enlisted (N=86) | Draft Induced (N=84) | Voluntary (N=82) | (N=166) |
| Engineering, Physical Sciences, Mathematics, Architecture | 5.0 | 8.1 | 8.3 | 4.9 | 6.6 |
| Medical and Biological Sciences | 3.8 | 9.3 | 7.1 | 6.1 | 6.6 |
| Business Administration | 8.8 | 4.7 | 8.3 | 3.7 | 6.6 |
| General Teaching and Soc. Scis. | 3.8 | 4.7 | 3.6 | 4.9 | 4.2 |
| Humanities, Law, Social and Behav. Sciences | 0 | 3.5 | 1.2 | 2.4 | 1.8 |
| Fine Arts, Performing Arts | 11.2 | 0 | 8.3 | 1.2 | 5.4 |
| Technical Jobs | 2.5 | 4.7 | 3.6 | 3.7 | 3.6 |
| Proprietor, Sales | 10.0 | 1.2 | 7.1 | 3.7 | 5.4 |
| Mechanics, Industrial Trades | 15.0 | 7.0 | 11.9 | 10.0 | 10.8 |
| Construction Trades | 3.8 | 1.2 | 3.6 | 1.2 | 2.4 |
| Secretarial-Clerical, Office Workers | 0 | 0 | 0 | 0 | 0 |
| General Labor, Community and Public Service | 10.0 | 8.1 | 8.3 | 10.0 | 9.0 |
| Other (Combination of Categories) | 0 | 3.5 | 1.2 | 2.4 | 1.8 |
| No Plans | 26.2 | 44.2 | 25.0 | 46.3 | 35.5 |

FIGURE V-1. Profile of TALENT scores on 38 interest, information, ability, and other variables for draft induced (N=84) and voluntary (N=82) servicemen.

● = Draft induced (mean scores)

▲ = Voluntary (mean scores)



Draft induced and voluntary servicemen. Examination of the draftee and enlistee groups led to the conclusion that these groups were not homogeneous with respect to the background characteristics outlined above. There were found to be subgroups of men in the "drafted" and "enlisted" categories who were unlike the remainder of the men in their respective groups in terms of their backgrounds and plans at the time they entered the service. These are: (1) the draftees who requested or pushed the draft, and (2) the enlistees who volunteered when they received or were about to receive a draft notice or who enlisted within a few days after their induction by draft. Those who volunteered at or after draft were therefore grouped with those draftees who did not initiate their draft, and are called the "draft induced" group; those who requested the draft were grouped with the remaining three-year men and termed the "voluntary" group.

The recomputation of background characteristics for these new groupings accentuates the differences noted above. The men who enter the service voluntarily -- this is, without immediate draft pressure -- are younger by about 3 years than those induced by draft. They are less highly educated and have differing expectations regarding their eventual level of education. It appears that with respect to their reading comprehension levels, nearly 60% of the "voluntary" group score below the 50th percentile for their grade, whereas the draftee group is distributed normally in comparison to their grades. This is a considerable change from the picture obtained by looking at "draftees" vs. "enlistees". It is produced by the fact that those who request the draft score very low, while those who volunteer to avoid draft score quite high, on the reading comprehension test. The sample of men interviewed is composed of approximately 90% white males. This is true regardless of whether one considers two year or three year or draft-induced and voluntary groups.

The tendency for the "voluntary" group to exclude men considering careers in business administration and sales is accentuated by the regrouping. Of possible significance is the fact that nearly half of the voluntary group report that they had no career plans or no idea what they wanted to do at the time they entered the Army.

In the discussion which follows, there will be times when the results are presented separately for drafted and enlisted men, as well as for the total group. This is done for those experiences which are most dependent

upon the differing options available to those who serve for 3 years and those who serve for only 2 years. In some instances the results are presented for draft induced and voluntary servers, when the experiences are those which are more significantly affected by motivation for entrance or background characteristics. In a few instances in the text, and in many Appendix tables, the data are presented in terms of both possible groupings of men. Where only one grouping is used in the text and tables, the data have been analyzed by both groupings, and that distinction which proved to be most meaningful is used.

## Recruitment and Classification

### Reasons for enlisting or requesting the draft and expectations

The primary categories of reasons given for joining the Army are shown in Table V-5 All enlistees were asked why they joined the Army and 14 of the 18 who requested the draft were also asked this question. The results are thus based on these men only.

The types of reasons given are not surprising -- they encompass the various personal development, job/career training, travel, discharge of obligation, job security aspirations and personal problems which one might expect would lead men to enlist. The particular weight which each of these categories carries for the enlistees is of some interest in view of the fact that these are the reasons given by a group of men looking back at their earlier lives and reporting what they now see to have been their reasons. Much more extensive research has of course been done on reasons given by men who are about to or have just entered the armed forces (e.g. Glickman, et al., 1973).

Those men who enter the Army on a voluntary basis seem to be primarily motivated by the prospects of getting out on their own, "finding" themselves, meeting new people, acquiring discipline, etc.-- which have been grouped together as personal development reasons. They also frequently mention seeking specific training, some kind of skill, a better job, or a military career (job, training, or career plans), hoping to travel or be stationed in some particular location, and wanting to get their military obligation out of the way.

This voluntary group, however, contains those men who request the draft, and by examining column 1 of Table V-6, where their responses appear in isolation, it can be seen that this group is much more heavily influenced by a desire to find themselves, to quickly discharge their military obligation, to "have a choice",

TABLE V-5

Number Citing Given Reason for Enlisting
or Requesting the Draft*

| | Voluntary Enlistee (N=64) | Enlisted to Avoid Draft (N=19**) | Requested Draft (N=14**) |
|---|---|---|---|
| Job/Training/Career | 23 | 3 | 0 |
| Job Security | 11 | 1 | 2 |
| Travel/Location | 16 | 0 | 1 |
| Pay/Benefits | 1 | 1 | 0 |
| Family/Friends | 12 | 2 | 1 |
| Family/Personal Problems | 9 | 1 | 2 |
| Personal Development | 24 | 1 | 5 |
| Serve in Vietnam | 0 | 0 | 0 |
| Fulfil Partiotic Obligation | 8 | 0 | 0 |
| Have Choice: Avoid Vietnam or Other Unpleasant Alternative | 1 | 16 | 3 |
| Get Obligation Out of Way | 11 | 1 | 5 |

TABLE V-6

General Expectations Regarding Army Service

(Percentage of Cases)

| | Mode of Entrance | | Motivation for Entrance | | Total |
|---|---|---|---|---|---|
| | Drafted (N=78*) | Enlisted (N=86*) | Draft Induced (N=82*) | Voluntary (N=82*) | (N=164*) |
| Positive | 26.9 | 53.5 | 20.7 | 61.0 | 40.9 |
| Negative | 32.1 | 12.8 | 37.8 | 6.1 | 22.0 |
| "No Expectations" | 41.0 | 33.7 | 41.5 | 32.9 | 37.2 |

* Cases omitted whose answers were not codable.

to escape personal and family problems, and to obtain a job when they were having trouble obtaining one in civilian life. For this group, having a choice did not refer to having a choice in training or avoiding Vietnam, but to being able to initiate entrance into the Army rather than being "grabbed by Uncle Sam." No one in this group mentioned a desire for job-related training or a military career. Few were concerned with travel or obtaining a specific location. In other words they "chose" to have less choice as draftees (e.g., in training and location/travel) in order to get away from their immediate problems for a limited period of time. The draft-requesters as a group had no career plans at the time they entered.

Consistent with their choice of enlisting when faced with the draft, the draft-induced enlistees (column 3) wanted to avoid Vietnam service if possible by their choice of a career field, and in many cases to obtain training which would be of some help in their civilian life.

Draft avoidance. About 21% of those men who were drafted for a two-year period and about 31% of the group we are calling "draft-induced" indicated that they had taken some action to avoid the draft. Generally this involved obtaining a student deferment, but others specifically mentioned attempts to have their classification changed to a physical deferment and attempts by their employers to get them deferred on occupational grounds.

Expectations about the Army. The expectations these men said they held before entering the Army were coded and tabulated. In addition, each individual's responses were also coded as to whether they generally seemed to be positive, negative, or "no expectations" (i.e., uncertainty about what to expect). The results of both analyses are shown in Tables V-6 and V-7.

Answers to the question regarding their expectations about the Army give a similar picture of the positive expectations of these men as do their reasons for enlisting. They reveal similar differences among the various groups as well. However, the answers also reveal the negative expectations held by some of these men.

About 54% of the three-year but only about half as many two-year men report expectations about Army service that could generally be said to be positive. Thirty-two per cent of the two-year, but only 13% of the three-year men had generally negative expectations. The remainder of each group (41% of two-year and 34% of three-year men) said they "didn't know what to expect."

TABLE V-7

Percentages of Responses Indicating Various Expectations Regarding Army Service

| | Mode of Entrance | | Motivation for Entrance | | Total |
|---|---|---|---|---|---|
| | Drafted (N=76*) | Enlisted (N=86*) | Draft Induced (N=79*) | Voluntary (N=83*) | (N=162*) |
| Job Training | 10.1 | 19.3 | 6.7 | 24.1 | 14.9 |
| Travel | 3.7 | 5.0 | 3.3 | 5.6 | 4.4 |
| Excitement/Adventure/Change | 4.6 | 10.1 | 3.3 | 18.0 | 7.5 |
| Personal or Social Development | 5.5 | 14.3 | 5.8 | 14.8 | 10.1 |
| Hard Work/Discipline | 3.7 | 4.2 | 3.3 | 4.6 | 3.9 |
| Other Positive | 1.8 | 6.7 | 0.8 | 8.3 | 4.4 |
| Loss of Individuality and Freedom | 6.4 | 5.0 | 8.3 | 2.8 | 5.7 |
| Lack of Privacy | 0 | 0.8 | 0 | 0.9 | 0.4 |
| Low Pay | 0.9 | 0 | 0.8 | 0 | 0.4 |
| Harsh Discipline or Harrassment | 10.1 | 5.0 | 12.5 | 1.8 | 7.5 |
| Rugged Existence, Hard Work | 11.1 | 3.4 | 10.9 | 2.8 | 7.0 |
| Get Killed in Vietnam | 6.4 | 0.8 | 6.7 | 0 | 3.5 |
| Other Negative | 10.1 | 2.5 | 10.0 | 1.9 | 6.1 |
| "No Expectations" | 25.7 | 22.7 | 27.5 | 20.4 | 24.1 |
| Number of Expectations | 109 | 119 | 120 | 128 | 228 |

* Cases omitted whose answers were not codable.

When the groups are divided according to their motivation for entering, the difference is even more pronounced. About three times as many "voluntary" men have positive expectations as "draft-induced" men (61% vs. 21%), while more than six times as many draft-induced men have negative expectations (38% vs. 6%). The draft-induced group contains a somewhat larger proportion of men who are uncertain what service will be like.

Among the positive expectations mentioned most frequently are job training, excitement and adventure, and a place where one can develop personally. Negative expectations included most frequently loss of individuality and personal freedom, a negative form of discipline and harrassment, and rugged physical training, a spartan existence, and hard work. About 10% of the draft-induced group were expecting "the worst." Several draft-induced men mentioned thinking that they would be killed in Vietnam.

Reflections on their high school education. The anticipations held by this group of men (the volunteers in particular) regarding the positive benefits they might obtain from Army service are parallel to the kinds of skills or information which they wish they had obtained in high school (Table V-7). Approximately 27% feel that more industrial arts or business courses would have been valuable to them, and about 9% specifically say that they wish they had been in a vocational rather than in a college preparatory or general high school curriculum. About 6% think they would have benefited more from a more academically oriented high school program. In addition to strictly vocational preparation, however, they feel that more mathematics and more language arts would have prepared them better for their present life and work. And, there are attitudes toward education and use of time and information relevant to career planning which these men wish they had acquired when they were in high school.

Selection of Training

Enlistment Options. The majority of the enlistees (60%) selected a choice in training as their enlistment option; another 14% chose a location; about 2.5% said they chose both. About 14% went in on the buddy plan; about half of these also had an option for training or assignment. About 16% of the enlistees stated that they had no enlistment option.

Degree of Choice in Training. All of these men, regardless of their status as enlistees or draftees, were asked "Did you have any choice in the training you received?" and then "What fields did you qualify for?" The results for these questions are shown in Table V-8. Of course, those men who were drafted had less choice in selecting their training, although a considerable number got the field they wanted, and about 28% say they had some degree of choice in training. Those in the largest single group say they did not know what they were qualified for but were placed in a field by the Army.

About 81% of the enlistees reported that they had some choice in training. Most of these men felt it was a real choice, that is, that there was more than one option to choose from, and that at least one option was desirable to them. About 71% of the enlistees desired a particular field, qualified for it, and got their choice.

Considering the 19% of enlistees who said they had no choice in selecting training, nearly half of these say they did not know what fields they were qualified for. Only 3.5% of the total enlistee group feel that their preferences were disregarded completely. About 14% had an enlistment option for a location, as noted above. About 2/3 of these chose their training as well.

Reasons for Choice. Given the degree of latitude that these men, particularly the enlistees, have in selecting their training, it is important to know on what basis they make their choice. It will be important to look at these reasons for the present group and to follow up on the consequences of this choice in terms of their interest and success in training and their subsequent use of their experience. Table V-9 gives the reasons reported for choosing a field.

About 55% of the enlistees chose their training because they were interested in a career in that field or because they felt they had an

TABLE V-8

Selection of Training --
Nature of Choice Available
(Percentage of Cases)

| | Drafted | Enlisted | Total |
|---|---|---|---|
| Yes -- Had Choice | | | |
| Wanted a field, qualified, and got it | 13.8 | 70.9 | 43.4 |
| Among subset of areas for which qualified | 5.0 | 3.5 | 4.2 |
| Only among subset Army gave | 0 | 4.7 | 2.4 |
| Didn't want any options specified for which qualified | 2.5 | 0 | 1.2 |
| Given chance to choose OCS; otherwise no choice | 6.2 | 2.3 | 4.2 |
| Total "yes" | (27.5) | (81.4) | (55.4) |
| No -- Had No Choice | | | |
| Knew what he qualified for, but Army chose | 25.0 | 2.3 | 13.3 |
| Unaware what he qualified for; Army chose | 42.8 | 8.1 | 25.3 |
| Requested one field and placed elsewhere | 3.8 | 3.5 | 3.6 |
| Chose location; no choice in training | 0 | 4.7 | 2.4 |
| Total "no" | (72.5) | (18.6) | (44.6) |

TABLE V-9

Number with Choice in Training and
Reasons for Making Choice

| | Drafted (N=80) | Enlisted (N=86) | Total (N=166) |
|---|---|---|---|
| Had aptitude, interest, or some skill in area | 1 | 16 | 17 |
| Was desired career training | 4 | 21 | 25 |
| Avoidance of situation seen as less positive, e.g., combat, OCS | 3 | 5 | 8 |
| Field had excitement/secrecy | 1 | 4 | 5 |
| Friend/peer influence | 0 | 7 | 7 |
| Family influence/tradition | 0 | 2 | 2 |
| Whim/rash decision | 0 | 8 | 8 |
| Other | 1 | 3 | 4 |
| Noncodable response | 2 | 1 | 3 |
| Had choice -- Q omitted | 10 | 3 | 13 |
| Total with choice | 22 | 70 | 92 |

aptitude or interest in the area and in many cases had already developed some skill. If they are accurate in their judgment, these would seem to be the optimal bases upon which to choose training.

Some of the less substantial reasons upon which choices are based include the supposed excitement and glamor or "secrecy" of the field, the influence of friends, peers, or family, a whim or spur of the moment decision, or some other reason. About 30% of the enlistees and about 8% of the draftees who had any choice in training gave reasons of this sort. An example of this type of choice is the young man who said he chose computer operations "because my friend's brother was in it and he said it was a good field." In this case it happened that the choice was a particularly inappropriate one because his interests and aptitudes lay in very different areas.

Another man who enlisted was intrigued by the recruiter's description of the secrecy and importance of communications work. However, he now feels that truck driver training would have been much more useful to him because he is strongly committed to living in the small Appalachian community where he grew up, and can find little or no use for his Army teletype and communications training, the nature of which he finds is not even understood by employers he has contacted.

To the extent that they had a choice in training, those men who went in as two year draftees tended to choose their training primarily because it fit in with their interests, or because it was a kind of job which would help them avoid Vietnam. These data are, however, based upon the very small number of such draft cases.

Guidance in Making a Choice. If a man had some choice in training he was asked whether he got any guidance in making his decision. Only 22 (13%) of the 166 (19 enlistees; 3 draftees) reported any "guidance". For two men this involved explanation of their aptitude test scores and of job opportunities in the Army. For most of the others, only the possible fields were outlined. For three the "guidance" was seen as negative -- they felt that they had been purposely misled by a recruiter or other person who was trying to fill a quota, or that they had been misinformed on the field they qualified for.

Regrets regarding their training selection. In other analyses to be reported here, we will consider what the results of the above choices and reasons were in terms of interest in training and long-term benefit from it. However, we can also get some information on this point by considering the responses of these men to the question, "If you could do it over, would you make a different choice?"

Of those 62 three-year enlistees who had a choice (and for whom there is data) slightly less than half are now satisfied with the choice they made. Another 8% are satisfied with the general field they chose, but wish they had chosen a different sub-area or job within that field. However, about 40% think they would have been better off if they had chosen a completely different field. Among those few draftees who had some choice, there seems to be general satisfaction with the choice they made. (See Table V-10).

These responses reveal that there are a considerable number of men who wish they had chosen a field with "better job opportunities" or "better pay" but who still have no clear idea of what field this might be. Others were trained in a field (e.g., some aspect of communications) which has civilian job opportunities, but they seem unaware of the existence of such opportunities. We will return to this point when we consider civilian use of Army training.

One obvious question which arises is whether those men who indicated making their choice in training on the basis of reasons clearly related to their own aptitudes, interests, and career plans are more likely to be satisfied with the choice they made than men who chose training for other, less substantial, reasons. The results are shown in Table V-11. There appears to be a strong tendency for those who chose for the less substantial reasons to be more dissatisfied and to wish they had chosen a completely different field or that they had been in another branch of the service.

TABLE V-10

Percentage of Men With Choice in Training Who Would Now Make Different Choice

| | Drafted (N=80) | Enlisted (N=86) | Total (N=166) |
|---|---|---|---|
| Want change within Army situation | | | |
| Particular field of greater interest with more interesting training | 6.2 | 11.3 | 10.4 |
| OCS training | 0 | 4.8 | 3.8 |
| Field of use in present occupation | 0 | 6.5 | 5.1 |
| Field with better job opportunities/pay | 6.2 | 11.3 | 10.3 |
| Same field | | | |
| Different job or sub-area | 0 | 4.8 | 3.8 |
| More technical/detailed training | 6.2 | 3.2 | 3.8 |
| Change - unspecified | 0 | 4.8 | 3.8 |
| Total | (18.6) | (46.7) | (41.0) |
| Want other change | | | |
| Shorter/no/later time in Army | 6.2 | 1.6 | 2.6 |
| Other military branch | 0 | 6.5 | 5.1 |
| Total | (6.2) | (8.1) | (7.7) |
| No change desired | 75.0 | 45.2 | 57.3 |
| Number of cases responding | 16 | 62 | 78 |
| No response | | | |
| Had choice - question omitted | 6 | 8 | 14 |
| Had no choice - question not applicable | 58 | 16 | 74 |

TABLE V-11

Regrets Regarding Choice of Training as a

Function of Original Reason for Choice

| Reason | Same field/ no change | Different field | Other service branch | Shorter time/not in | NR |
|---|---|---|---|---|---|
| Interest or career | 59.5 | 30.9 | 2.3 | 0 | 7.1 |
| Avoid negative situation | 66.7 | 22.2 | 0 | 0 | 11.1 |
| Excitement, influence, whim, other | 41.6 | 37.5 | 8.3 | 4.1 | 8.3 |
| Total | 54.6 | 32.0 | 2.6 | 2.6 | 8.0 |

## Training

The men in the sample received post-basic training in the various areas shown in Table V-12. The table shows both the total number of men with at least one segment of training in each area, and the percentages of all training segments received in each area. The average number of different training segments received per individual is also shown in Table V-12. Most of the occupational specialties are found in this sample with the exception of craftsmen. Draftees and enlistees receive advanced combat training in about the same proportions in this sample. The draftee group's training is more concentrated in service and supply areas; the enlistee's training more heavily in administration/clerical, communication and intelligence, and electrical-mechanical equipment repair and they, of course, receive more training than those who are in for two years. These differences need to be borne in mind in considering their experiences in training.

Interest in training. The responses of the men to the question, "How interesting was this training to you?" and "Why did you feel this way about it?" were first analyzed by assigning the (unstructured) responses regarding each training segment to one of five levels of interest (Table V-13). By this measure, the training they received was generally interesting. The average interest on a scale of 1 to 5 was 3.66 for the group -- a level between "moderately interesting" and "interesting." There was no appreciable difference in overall level of interest between two year and three year men (nor between what we have termed the draft-induced and voluntary groups).

The reasons given by these men for finding their training interesting or not were found to group themselves into four major areas. As Table V-14 shows, "interest" was (not surprisingly) primarily a function of the novelty of the material to the individual (when it did not conflict with his existing interests) or of the fact that he was already interested in that topic. A variety of other factors contributed to interest to some degree. Interest was higher,for draftees particularly, when the individual felt the skills would be important to his own or others' survival (e.g., combat or medical training) or when it was outdoors and involved much activity. For enlistees, interest was evoked when the topic had excitement, danger or secrecy. For both groups, intellectual challenge was important. In general the potential usefulness of

TABLE V-12

Types of training received after Basic in each of ten areas

| | Percentage with at least one training segment | Percentage of total training segments | | |
|---|---|---|---|---|
| | | Drafted | Enlisted | Total |
| Combat infantry, gun crews, tank crews | 39.2 | 31.6 | 30.7 | 31.1 |
| Electronics repair | 6.0 | 2.6 | 7.8 | 5.6 |
| Communications and intelligence | 17.5 | 13.7 | 11.8 | 12.6 |
| Medical and dental | 7.2 | 5.1 | 5.2 | 5.2 |
| Other technical specialists | .6 | 1.7 | - | .7 |
| Administrative specialists and clerks | 14.5 | 5.1 | 16.3 | 11.5 |
| Electrical mechanical equipment repair | 0 | 9.4 | 11.8 | 10.7 |
| Craftsman | 0 | - | - | - |
| Service and supply handlers | 21.1 | 25.6 | 7.8 | 15.6 |
| Other (OCS, NCO, instructor, language school, band, military academy (prep school) | 11.4 | 5.1 | 8.5 | 7.0 |
| Total number segments | | 117 | 153 | 270 |
| Total number cases | 166 | 80 | 86 | 166 |
| Average number training segments per case* | | 1.48 | 1.84 | 1.69 |

*Some individuals receive no formal training, hence averages reported are not equal to number of segments divided by number of cases.

Table V-13

Level of Interest in Post-Basic Training*

| | Drafted | Enlisted | Total |
|---|---|---|---|
| Mean | 3.62 | 3.69 | 3.66 |
| Standard Deviation | 1.42 | 1.36 | 1.38 |

* Scale:
5. Very interesting
4. Interesting
3. Moderately interesting
2. Slightly interesting
1. Not at all interesting

Table V-14

Factors Contributing to Interest in Training

(% Responses)

| Category name | Drafted (N=80) | Enlisted (N=86) | Draft Induced (N=84) | Voluntary (N=82) | Total (N=166) |
|---|---|---|---|---|---|
| 1. Interest, novelty, excitement, fit to abilities | | | | | |
| 1. Topic already of interest | 15.0 | 11.6 | 14.4 | 16.3 | 15.4 |
| 2. Topic new, not familiar | 17.3 | 15.7 | 11.1 | 26.1 | 18.6 |
| 3. Intellectually challenging | 7.5 | 6.9 | 5.2 | 9.2 | 7.2 |
| 4. Exciting/dangerous/secretive | 3.8 | 5.2 | 7.8 | 5.9 | 6.9 |
| 5. Had aptitude in area | 5.1 | 2.3 | 3.9 | 3.3 | 3.6 |
| 6. Glad for opportunity to get the training | 0 | .6 | .7 | 0 | .3 |
| 7. Individual was very motivated - no specific reason given | .8 | [illegible] | .7 | 0 | .3 |
| Total | 49.6 | 54.3 | 43.8 | 60.8 | 52.3 |
| 2. Potential usefulness | | | | | |
| 1. Useful in future occupation/civilian life | 3.0 | [illegible].9 | 2.0 | 3.9 | 2.9 |
| 2. Useful in expected Army Assignments | 4.5 | 4.0 | 4.6 | 3.9 | 4.2 |
| 3. Necessary for own/others' survival(including national defense) | 9.8 | [illegible].5 | 7.8 | 4.6 | 6.2 |
| 4. Included practice for parades/demonstrations | 0 | .6 | .7 | 0 | .3 |
| 5. Physically demanding/ improved physical condition | 0 | [illegible].7 | .7 | 1.3 | 1.0 |
| Total | 17.3 | | 15.7 | 13.7 | 14.7 |
| 3. Quality of teaching and learning conditions | | | | | |
| a. Materials | | | | | |
| 1. Good training devices, simulators, demonstrations | 1.5 | .7 | 1.3 | 2.0 | 1.6 |
| b. Methods Total | 1.5 | .7 | 1.3 | 2.0 | 1.6 |
| 1. Material presented at appropriate rate; able to go at own rate of learning | .8 | .7 | .7 | 2.0 | 1.3 |
| 2. Individual help with problems,complex topics, unfamiliar terminology | .8 | [illegible] | .7 | 0 | .3 |
| 3. Drill and repetition aided mastery | 0 | .6 | 0 | .7 | .3 |
| 4. Had enough to do, not idle (OJT). | 0 | .6 | .7 | 0 | .3 |
| 5. Had evidence of having learned; able to perform new skill, got good grades | 5.3 | [illegible].2 | 3.9 | 6.5 | 5.2 |
| 6. Selected for special assignment; demonstration on basis of skill | 3.8 | .2 | 3.9 | .7 | 2.3 |
| 7. Merit/demerit system was good | .8 | .6 | .7 | .7 | .7 |
| 8. Opportunity given for practical experience; active learning; OJT. | 1.5 | 1.9 | 2.0 | 2.6 | [illegible].1 |
| 9. Small classes - chance for questions and discussion | .8 | .6 | .7 | .7 | .7 |
| 10. Students given responsibility during training; made responsible for their own learning, not treated as children. | 1.5 | [illegible].3 | 2.0 | 2.6 | 2.0 |
| Total | 15.0 | 11.6 | 15.0 | 19.7 | 15.4 |
| c. Instructors | | | | | |
| 1. Material well organized; held interest. | 0 | [illegible].7 | .7 | 1.3 | 1.0 |
| 2. Material presented with humor, variety, imagination | .8 | .6 | .7 | .7 | .7 |
| 3. Learned principles underlying procedures; got enough detail to understand 'why'. | 0 | [illegible].2 | 0 | 1.3 | .7 |
| 4. Instructor very well qualified; knew his topic; was a field veteran; had good teaching skills | 0 | [illegible].3 | 1.3 | 1.3 | 1.3 |
| 5. Instructor dedicated; care if students learned, loved the subject | 0 | .6 | .7 | .0 | .3 |
| 6. Instructor demanding but not threatening or abusive | 2.3 | .6 | 2.6 | 0 | 1.3 |
| 7. Pressure not to fail improved performance | 0 | .6 | .7 | 0 | .3 |
| 8. Informal contacts with instructor aided learning | 0 | .6 | .7 | 0 | .3 |
| Total | 3.0 | 4.1 | 7.2 | 4.6 | 5.9 |
| d. Conditions | | | | | |
| 1. Classroom conditions conducive to learning--moderate temperature, good lighting, ventilation | 0 | .6 | 0 | .7 | .3 |
| 2. Activities were relaxing, not exhausting | 0 | .6 | 0 | .7 | .3 |
| 3. Class periods short; breaks between periods | 8 | [illegible].2 | 1.3 | 0 | .7 |
| 4. Training outdoors/ active | 6.0 | .6 | 4.6 | 1.3 | 2.9 |
| 5. Work was 'clean' | 0 | .6 | .7 | 0 | .3 |
| 6. Climate suitable for type of training | .8 | [illegible] | .7 | 0 | .3 |
| 7. No irrelevent distractions: formations, K.P.,details,etc. | .8 | [illegible] | .7 | 0 | .3 |
| 8. Good social, recreational opportunities; base facilities | 2.3 | [illegible].2 | 3.3 | 0 | 1.6 |
| 9. 'Interesting' classmates/workers | 3.8 | [illegible].3 | 5.2 | .7 | 2.9 |
| 10. Seemed like civilian life, not Army | 0 | .6 | .7 | 0 | .3 |
| Total | 13.5 | [illegible].5 | 17.0 | 3.3 | 10.1 |
| Number of Responses | 153 | 83 | 133 | 173 | 306 |
| Number with no training | 5 | 1 | 5 | 1 | 6 |

the topic and the teaching methods (especially reward for or evidence of achievement) played larger roles than materials, instructors or conditions in evoking interest.

Lack of interest was primarily due to being placed in training which did not match the person's existing interests or aptitudes. The comments made were generally to the effect that "I had never liked working on machines," or "That had always been my weakest area."

Disinterest was also created when men were assigned to training which was almost totally unnecessary because they already knew the skill or material involved (see Table V-15). In a sense this is the converse of the contribution which novelty makes toward interest in training. It raises particular questions regarding the process of placement of trainees.

The second most frequent single reason given for lack of interest in training was related to the instructor (14.3%). In particular, about one-third of these comments on instructors (5% of total) cited the instructor as being less knowledgable than the trainees or having poor teaching skills and command of English. Other reasons relating to instructors included those who use threats, physical abuse, or group punishment or those who adopted an inappropriate level of detail relative to what was needed for understanding and performance.

Poor teaching methods and poor surrounding conditions each describe about 12% of the reasons for disinterest. The most frequent complaints on methods were occasioned by a lack of opportunity for hands-on experience -- possibly watching a demonstration by the instructor or sitting in a large lecture situation (5% of total), and by lack of attention to individual learning problems. Disinterest was sometimes generated by stressful situations (e.g., a fear of insanity during Morse code instruction, or very noisy conditions) or by personal problems or a general resentment of the Army which was somewhat external to the actual training situation.

Another condition for disinterest (8.4%) arose when there seemed to be no purpose to the training, especially for the man's own future life. The quality of the training materials and aids played only a very minor role in interest in training.

There are only two differences of note among the various groupings of men we have selected. The voluntary group seems to have its interest particularly

Table V-15

Factors Contributing to Disinterest in Training
(% Responses)

| Category name | Drafted (N=50) | Enlisted (N=56) | Draft Induced (N=84) | Voluntary (N=82) | Total (N=166) |
|---|---|---|---|---|---|
| 1. Interest, novelty, excitement, fit to abilities | | | | | |
| 1. Material of no interest | 23.5 | 13.2 | 18.5 | 16.7 | 17.6 |
| 2. Forced to use intellectual skill did not enjoy (i.e. math) | 2.0 | 2.9 | 3.1 | 1.9 | 2.5 |
| 3. No challenge | 0 | 11.8 | 4.7 | 9.3 | 6.7 |
| 4. Topic mundane/trivial/no excitement | 3.9 | 8.8 | 6.2 | 7.4 | 6.7 |
| 5. Had no (least) aptitude in area / lacked skill needed | 5.9 | 2.9 | 4.6 | 3.7 | 4.2 |
| 6. Individual lacked interest; no reason given | 2.0 | 1.5 | 1.5 | 1.9 | 1.7 |
| Total | 37.3 | 41.2 | 38.5 | 40.7 | 39.5 |
| 2. Potential usefulness | | | | | |
| 1. Training of no expected post-Army use | 9.0 | 2.9 | 6.2 | 5.6 | 5.9 |
| 2. Not applicable to Army assignment | 0 | 2.9 | 0 | 3.7 | 1.7 |
| 3. Training not matched to "real thing" (different equipment or conditions on job) | 0 | 1.5 | 1.5 | 0 | .8 |
| Total | 9.8 | 7.4 | 7.7 | 9.1 | 8.4 |
| 3. Quality of teaching and learning conditions | | | | | |
| a. Materials | | | | | |
| 1. Poor training aids/devices; outmoded procedures,equipment. | 0 | 2.9 | 0 | 3.7 | 1.7 |
| Total | 0 | 2.9 | 0 | 3.7 | 1.7 |
| b. Methods | | | | | |
| 1. Material presented too fast or too slow | 0 | 1.5 | 0 | 1.9 | .8 |
| 2. Not enough help with complex topics, problems, unfamiliar terms | 3.9 | 1.5 | 3.1 | 1.9 | 2.5 |
| 3. Pointless drill and repetition | 0 | 1.5 | 0 | 1.9 | .8 |
| 4. Too much material; not enough time | 0 | 2.9 | 0 | 3.7 | 1.7 |
| 5. Felt he had not learned; no demonstration of competence | 0 | 1.5 | 1.5 | 0 | .8 |
| 6. No chance to apply learning; too much book/class work | 3.9 | 5.9 | 1.5 | 9.3 | 5.0 |
| Total | 7.8 | 14.7 | 46.2 | 18.5 | 11.8 |
| c. Instructors | | | | | |
| 1. Material poorly organized | 0 | 1.5 | 0 | 1.9 | .8 |
| 2. Monotonous presentation; 'droning on from manual' | 0 | 1.5 | 0 | 1.9 | .8 |
| 3. Not enough theory/ detail taught | 3.9 | 1.5 | 3.1 | 1.9 | 2.5 |
| 4. Instructor not qualified; poor teaching skills | 3.9 | 5.9 | 7.7 | 1.9 | 5.0 |
| 5. Instructor didn't care if students learned | 2.0 | 0 | 1.5 | 0 | .8 |
| 6. Instructor lacked understanding;didn't communicate | 2.0 | 4.4 | 4.6 | 1.9 | 3.4 |
| 7. Instructor not of admirable character (weak or bad) | 0 | 1.5 | 1.5 | 0 | .8 |
| Total | 11.8 | 16.2 | 18.5 | 9.3 | 14.1 |
| d. Conditions | | | | | |
| 1. Students tired or hungry during training | 0 | 1.5 | 0 | 1.9 | .8 |
| 2. Training activities painful or exhausting | 2.0 | 2.9 | 4.6 | 0 | 2.5 |
| 3. Classes/training went on too long | 2.0 | 0 | 1.5 | 0 | .8 |
| 4. Training indoors; sedentary | 0 | 1.5 | 0 | 1.9 | .8 |
| 5. Climate not good for type of training,i.e. too cold outside | 2.0 | 0 | 1.5 | 0 | .8 |
| 6. Poor social, recreational opportunities | 0 | 1.5 | 1.5 | 0 | .8 |
| 7. Uninteresting people,classmates,co-workers (OJT) | 0 | 2.9 | 1.5 | 1.9 | 1.7 |
| 8. Lacked motivation due to personal problems or difficulties getting placed in training | 7.8 | 0 | 6.2 | 0 | 3.4 |
| Total | 13.7 | 10.3 | 16.9 | 5.6 | 11.8 |
| Number of responses | 51 | 68 | 65 | 54 | 119 |
| Number with no training | 5 | 1 | 5 | 1 | 6 |

aroused by encountering training in areas with which they have no prior experience. It is possible that they are more likely to be placed in training which is outside the usual range of civilian experience for young men. It seems also likely that, since they are young and not highly educated, their range of experiences has not been large and their interests are less clearly defined. The interest of the draft-induced group seems to be slightly more sensitive to the attributes and ability level of their classmates.

Factors which make learning effective. Each interviewee was asked to describe "a time during your training when you felt you were learning a lot," and "a time when you felt you were not learning as much or as rapidly as you could have." The responses were categorized and generally grouped themselves into the same set of categories used to describe interest. The results are reported in Tables V-16 and 17.

The primary influences in the perceived effectiveness or ineffectiveness of training were the teaching methods and procedures and the instructors. Within these categories, the most significant contribution to learning was considered to be times when the trainee got a chance to get practical, hands-on experience in the work or with the equipment he was being trained on. The second most frequently mentioned situation was a highly qualified instructor who had field-tested knowledge of the subject and good teaching skills, and who presented the material in a well-organized fashion (9.0%). Effective instructors were also ones who communicated general principles behind procedures so that they did not have to be followed blindly, who loved what they were teaching and cared that trainees learned. Ineffective instructors, on the other hand, were those who did not understand the material, who read from the manual in a dull monotone, simply ignoring questions they would or could not answer, and who used threats of being sent to Vietnam, to infantry or other undesirable training, or who used physical abuse as a goad to learning.

The effective teaching methods, in addition to practical experience, were: a rate of presentation of the material which was appropriate for the individual, individual help when some difficulty was encountered, and drill and repetition "until it could be done blindfolded." The realization of having learned a lot was again produced when the man was able to perform and had this recognized by

Table V-16
Factors Leading to Effective Learning
'Time when you learned a lot'
(Percentage Responses)

| Category name | Drafted (N=80) | Enlisted (N=86) | Draft Inducted (N=84) | Voluntary (N=82) | Total (N=166) |
|---|---|---|---|---|---|
| 1. Interest, novelty, excitement, fit to abilities | | | | | |
| 1. Topic already of interest | 2.2 | 1.7 | 2.2 | 1.7 | 1.9 |
| 2. Topic new,not familiar | 4.3 | .8 | 1.1 | 2.5 | 2.4 |
| 3. Intellectually challenging | 2.2 | .8 | 1.1 | 1.7 | 1.4 |
| 4. Exciting/dangerous/secretive | 1.1 | 1.7 | 2.2 | .8 | 1.4 |
| Total | 9.7 | 5.1 | 7.7 | 6.7 | 7.1 |
| 2. Potential usefulness | | | | | |
| 1. Useful in future occupation/civilian life | 0 | 3.4 | 0 | 3.3 | 1.9 |
| 2. Useful in expected Army Assignments | 1.1 | .8 | 1.1 | .8 | .9 |
| 3. Necessary for own/others' survival(including national defense) | 6.5 | 5.9 | 3.3 | 8.3 | 6.2 |
| 4. Training appropriate to 'real thing' | 2.2 | .8 | 3.3 | 0 | 1.4 |
| 5. Physically demanding/improved physical condition | 1.1 | 0 | 1.1 | 0 | .5 |
| Total | 10.8 | 11.0 | 8.8 | 12.5 | 10.9 |
| 3. Quality of teaching and learning conditions | | | | | |
| a. Materials | | | | | |
| 1. Good training devices, simulators, demonstrations | 8.6 | 4.2 | 8.8 | 4.2 | 6.2 |
| 2. Good books, manuals, audio-visual materials | 1.1 | 2.5 | 1.1 | 2.5 | 1.9 |
| Total | 9.7 | 6.8 | 9.9 | 6.7 | 8.1 |
| b. Methods | | | | | |
| 1. Material presented at appropriate rate; could go at own rate of learning | 1.1 | 4.2 | 2.2 | 3.3 | 2.9 |
| 2. Individual help with problems, complex topics,unfamiliar terminology | 1.1 | 4.2 | 1.1 | 4.2 | 2.9 |
| 3. Drill and repetition aided mastery | 5.4 | .8 | 4.4 | 1.7 | 2.9 |
| 4. Had evidence of having learned; could perform new skill get good grades | 8.6 | 5.9 | 5.5 | 8.3 | 7.1 |
| 5. Selected for special assignment on basis of skill | 0 | .8 | 0 | .8 | .5 |
| 6. Opportunity for practical experience;active learning;OJT | 13.8 | 17.8 | 15.4 | 16.7 | 16.1 |
| 7. Small classes-- chance for questions and discussion | 1.1 | 2.5 | 1.1 | 2.5 | 1.9 |
| 8. Students given responsibility-- not treated as children | 0 | .8 | - | .8 | .5 |
| Total | 31.2 | 37.3 | 29.7 | 38.3 | 34.6 |
| c. Instructors | | | | | |
| 1. Material well organized; held interest | 8.6 | 9.3 | 12.1 | 6.7 | 9.0 |
| 2. Material presented with humor, variety, imagination | 1.1 | 2.5 | 1.1 | 2.5 | 1.9 |
| 3. Learned principles underlying procedures, enough details to understand 'why' | 2.2 | 3.4 | 2.2 | 3.3 | 2.9 |
| 4. Instructor well qualified, knew topic, veteran in field | 12.9 | 10.2 | 13.2 | 10.0 | 11.4 |
| 5. Instructor dedicated, cared if students learned,loved subject | 2.2 | 2.5 | 3.3 | 1.7 | 2.4 |
| 6. Instructor demanding, but not abusive or threatening; treated people as individuals | 2.2 | 2.5 | 2.2 | 2.5 | 2.4 |
| 7. Pressure not to fail improved performance | 1.1 | .8 | 0 | 1.7 | .9 |
| 8. Informal contacts with instructor aided learning | 1.1 | .8 | 1.1 | .8 | .9 |
| Total | 31.2 | 32.2 | 35.2 | 29.2 | 31.4 |
| d. Conditions | | | | | |
| 1. Classroom temperature, lighting, ventilation good | 0 | .8 | 1.1 | 0 | .5 |
| 2. Training activities not exhausting, or were relaxing | 1.1 | 0 | 1.1 | 0 | .5 |
| 3. Class periods short/ '9-5' OJT | 0 | .8 | 0 | .8 | .5 |
| 4. No details, K.P., things irrelevant to training | 0 | .8 | 0 | .8 | .5 |
| 5. Good social, recreational activities | 1.1 | 0 | 1.1 | 0 | .5 |
| 6. Interaction with other students in barracks | 0 | .8 | 1.1 | 0 | .5 |
| Total | 2.2 | 3.4 | 4.4 | 1.7 | 2.8 |
| 4. Always/generally learned a lot | 3.2 | 4.2 | 2.2 | 5.0 | 3.8 |
| 5. Never/seldom learned much | 2.2 | 0 | 2.2 | 0 | .9 |
| Number of responses | 93 | 118 | 91 | 120 | 211 |
| Number with no training | 3 | 1 | 5 | 1 | 6 |
| Number with no responses | 3 | 3 | 3 | 3 | 6 |

TABLE V-17

Factors Leading to Ineffective Learning

'A Time When You Learned Less Than You Could Have'
(Percentage Responses)

| Category name | Drafted | Enlisted | Draft Induced | Voluntary | Total |
|---|---|---|---|---|---|
| 1. Interest, novelty, excitement, fit to abilities | (N=80) | (N=86) | (N=84) | (N=82) | (N=166) |
| 1. Topic was of no interest | 1.0 | 2.8 | 2.9 | 1.0 | 1.9 |
| 2. No intellectual challenge | 0 | 6.0 | 2.9 | 1.9 | 1.4 |
| 3. Had no (little) aptitude in that area | 4.0 | 2.8 | 2.9 | 1.9 | 3.4 |
| 4. Climate not suitable for type of training | 1.0 | 3.8 | 1.0 | 1.9 | 2.4 |
| Total | 6.0 | 16.0 | 9.7 | 12.6 | 11.2 |
| 2. Potential usefulness | | | | | |
| 1. Training of no visible use in future life | 1.0 | 1.9 | 0 | 3.9 | 1.5 |
| 2. Training was not matched to actual job conditions equipment | 1.0 | 0 | 0 | 1.0 | .5 |
| 3. Practice for parades and demonstrations interfered | 0 | .9 | 1.0 | 0 | .5 |
| Total | 2.0 | 2.8 | 1.0 | 3.9 | 2.4 |
| 3. Quality of teaching and learning conditions | | | | | |
| a. Materials | | | | | |
| 1. Poor training devices, outmoded equipment, procedures | 1.0 | 0 | 0 | 1.0 | .5 |
| 2. Poor, boring books, manuals, audio-visual materials | 1.0 | 1.9 | 1.9 | 1.0 | 1.5 |
| Total | 2.0 | 1.9 | 1.9 | 1.9 | 1.9 |
| b. Methods | | | | | |
| 1. Material presented too slowly; not able to go ahead | 10.0 | 7.5 | 12.6 | 4.9 | 8.7 |
| 2. Too much material and too little time | 9.0 | .9 | 8.7 | 1.0 | 4.9 |
| 3. Forced repetition with no gain | 11.0 | 3.8 | 7.8 | 6.8 | 7.1 |
| 4. Too much idle time during OJT- intermittent requirement | 0 | 1.9 | 1.0 | 1.0 | 1.5 |
| 5. No chance to make up missed assignments, missed classes | 1.0 | .9 | 1.0 | 1.0 | 1.0 |
| 6. Never able to show competence/feel accomplishment | 2.0 | 0 | 1.0 | 1.0 | 1.0 |
| 7. No chance to apply learning, actively participate hands-on experience | 2.0 | 4.7 | 0 | 6.8 | 3.4 |
| 8. Large group instruction | 2.0 | .9 | 2.9 | 0 | 1.5 |
| 9. Students treated like children, given no responsibility | 1.0 | 0 | 1.0 | 0 | .5 |
| 10. No attention to individual learning problems; not enough time spent on complex topics, unfamiliar terms | 0 | 1.9 | 0 | 1.9 | 1.0 |
| Total | 38.0 | 22.6 | 35.9 | 24.3 | 30.1 |
| c. Instructors | | | | | |
| 1. Material poorly organized | 2.0 | .9 | 1.9 | 1.0 | 1.5 |
| 2. Dull, flat, monotonous presentation | 5.0 | 3.8 | 3.9 | 4.9 | 4.4 |
| 3. Too much or too little detail, learned no principles | 3.0 | .9 | 1.9 | 1.9 | 1.9 |
| 4. Instructor unqualified, no field experience, poor teaching skills | 5.0 | 7.5 | 7.8 | 3.9 | 5.6 |
| 5. Instructor didn't care if students learned | 1.0 | .9 | 0 | 1.9 | 1.0 |
| 6. Instructor unsympathetic, used threats, abuse, group punishment, didn't know people | 4.0 | 1.0 | 5.8 | 0 | 2.9 |
| 7. Instructor weak/poor character; indecisive | 1.0 | 0 | 0 | 1.0 | .5 |
| 8. Distant, formal contacts with instructor | 2.0 | .9 | 1.9 | 1.0 | 1.5 |
| 9. Students treated like children, given no responsibility | 1.0 | 0 | 1.0 | 0 | .5 |
| Total | 24.0 | 17.0 | 24.3 | 16.5 | 20.4 |
| d. Conditions | | | | | |
| 1. Classroom not conducive to learning: hot/cold, bad lighting, poor ventilation | 4.0 | 1.9 | 1.9 | 1.9 | 2.9 |
| 2. Students in poor condition to learn-- tired, hungry | 2.0 | 3.8 | 1.0 | 4.9 | 2.9 |
| 3. Training activities exhausting, noisy, painful | 0 | .9 | 0 | 1.0 | .5 |
| 4. Class periods too long; training dragged on | 0 | 1.9 | 0 | 1.9 | 1.0 |
| 5. Climate not suitable for type of training | 0 | 1.9 | 1.0 | 1.0 | 1.0 |
| 6. Irrelevant distractions during training, K.P., details, formations | 0 | 1.9 | 1.0 | 1.0 | 1.0 |
| 7. Personal problems/ resentment of military interfered with learni | 4.0 | 3.8 | 5.8 | 1.9 | 3.9 |
| Total | 10.0 | 16.0 | 10.7 | 15.5 | 13.1 |
| 4. Material already learned in other training/experience | 6.0 | 2.8 | 4.9 | 3.9 | 4.4 |
| 5. 'Always' learned as much as could have | 8.0 | 16.0 | 7.8 | 16.5 | 12.1 |
| 6. "Always' learned less than could have | 4.0 | 4.7 | 1.9 | 4.9 | 4.4 |
| Number of responses | 100 | 106 | 103 | 103 | 206 |
| Number with no training | 5 | 1 | 5 | 1 | 6 |
| Number with no response | 4 | 11 | 6 | 9 | 15 |

himself or others. The men felt that their training was less effective than it could have been when the rate of presentation was inappropriate for them, either too slow or too fast-- "too much material crammed in in too short a time." They also felt that they could have learned more when, instead of going on to other topics or more advanced training, they were forced to repeat what they had learned over and over again without any gain. When they got no chance to apply what they were learning in class and from books they also felt they could have learned more-- i.e. from practical experience. Related to the former are their comments regarding the content of the course itself and its effects on learning. Approximately 3.4% of the responses indicated a lack of intellectual challenge, or no aptitude for that field as causes of learning less than they could have, either where they were or in comparison with what they could have learned in some more suitable training; 4.4% said they learned little because they already knew the material when training began. If the percentages of responses which tend to indicate that the training proceeded too slowly are combined, this includes 23.8% of the responses, whereas only 5.9% of the responses suggest that it went too fast. Thus a total of nearly 30% of the responses indicate that in some way they were either inappropriately placed with regard to entrance skills or that the pace of covering the material was not optimal for them. And training went too slowly for about four times as many as those for whom it went too fast. It can also be seen in Tables V-18 and 19 that about 12.1% of the responses were that they "always learned as much as they could have;" 4.4% that they "always learned less." Those men we have grouped as voluntary servers tended to say they always learned as much as they could have about twice as often as the draft-induced, but said they "always learned less" with about the same frequency.

Certain other learning conditions were a significant handicap to efficient learning, including very hot, very cold or poorly ventilated classrooms, tiredness due to nighttime inspections, and personal problems or resentment of the military which interfered with learning. The latter was somewhat more pronounced for those men whose service was draft-induced.

Situations which cause trouble in learning. Over half of the men reported that they never had trouble learning (Table V-18). Those who did experience problems

TABLE V-10

Factors Leading to Ineffective Learning

"A Time When You Had Trouble Learning"
(Percentage Responses)

| Category Name | Drafted (N=80) | Enlisted (N=86) | Draft Induced (N=84) | Voluntary (N=82) | Total (N=166) |
|---|---|---|---|---|---|
| 1. Interest, novelty, excitement, fit to abilities | | | | | |
| 1. Topic was of no interest | 0 | 2.4 | 0 | 2.5 | 1.2 |
| 2. Had no (little) aptitude in that area | 7.7 | 3.5 | 8.5 | 2.5 | 5.5 |
| 3. Lack of motivation - reason unclear | 1.3 | 4.7 | 2.4 | 3.7 | 3.1 |
| 4. Never able to show competence/feel accomplishment | 2.6 | 2.4 | 2.4 | 2.5 | 2.5 |
| Total | 11.5 | 12.9 | 13.4 | 11.1 | 12.3 |
| 2. Potential usefulness | | | | | |
| Total | 0 | 0 | 0 | 0 | 0 |
| 3. Quality of teaching and learning conditions | | | | | |
| a. Materials | | | | | |
| 1. Poor, boring books, manuals, audio-visual materials. | 1.3 | 1.2 | 1.2 | 1.2 | 1.2 |
| b. Methods | | | | | |
| 1. Too much material and too little time | 5.1 | 1.2 | 3.7 | 2.5 | 3.1 |
| 2. No attention to individual learning problems; not enough time spent on complex topics or unfamiliar terminology | 9.0 | 11.8 | 8.5 | 12.3 | 10.4 |
| 3. No chance to make up missed assignments, missed class time | 1.3 | 0 | 1.2 | 0 | .6 |
| 4. No chance to apply learning, participate actively, get hands-on experience | 1.3 | 3.5 | 0 | 4.9 | 2.5 |
| 5. Large group instruction | 0 | 1.2 | 0 | 1.2 | .6 |
| Total | 16.7 | 17.6 | 13.4 | 21.0 | 17.2 |
| c. Instructors | | | | | |
| 1. Material poorly organized, related topics taught weeks apart, purpose of instruction unclear | 2.6 | 4.7 | 6.1 | 1.2 | 3.7 |
| 2. Dull, flat, monotonous presentation | 0 | 1.2 | 0 | 1.2 | .6 |
| 3. Too much or too little detail; learned nothing of principles behind procedures; important factors omitted | 0 | 1.2 | 0 | 1.2 | .6 |
| 4. Instructor unqualified, had no field experience, had poor use of English, had poor teaching skills | 1.3 | 1.2 | 1.2 | 1.2 | 1.2 |
| 5. Instructor didn't care if anyone learned | 1.3 | 2.4 | 1.2 | 2.5 | 1.8 |
| 6. Instructor used threats, physical abuse, group punishment, unsympathetic, didn't know people | 0 | 1.2 | 1.2 | 0 | .6 |
| Total | 5.1 | 11.8 | 9.8 | 7.4 | 8.6 |
| d. Conditions | | | | | |
| 1. Classroom conditions not conducive to learning - hot/cold, bad lighting, poor ventilation | 1.3 | 1.2 | 0 | 2.5 | 1.2 |
| 2. Students in poor condition to learn - tired, hungry | 2.6 | 1.2 | 2.4 | 1.2 | 1.8 |
| 3. Class periods too long; training dragged on too long | 0 | 1.2 | 0 | 1.2 | .6 |
| 4. Climate not suitable for type of training | 1.3 | 0 | 1.2 | 0 | .6 |
| 5. Training held indoors | 0 | 1.2 | 0 | 1.2 | .6 |
| 6. Personal problems/ resentment of military interfered with learning | 1.3 | 1.2 | 1.2 | 1.2 | 1.2 |
| Total | 6.4 | 5.9 | 4.9 | 7.4 | 6.1 |
| 4. Material already learned in other training/experience | 0 | 1.2 | 0 | 1.2 | .6 |
| 5. Never had trouble learning | 59.0 | 49.4 | 57.3 | 50.6 | 54.0 |
| Number of responses | 78 | 85 | 82 | 81 | 163 |
| Number with no training | 5 | 1 | 5 | 1 | 6 |
| Number with no response | 2 | 4 | 3 | 3 | 6 |

attributed them primarily to the methods used and to the instructors. Substantial numbers of men found that they experienced problems when they got no chance to apply what they learned, when the type of training did not match their abilities, and when they lacked motivation. Poor organization of the material by the instructor produced learning difficulties, as did instruction whose purpose was unclear until well into the training program. Instructors who didn't care whether anyone learned also were mentioned as contributing to learning difficulties. For example, one man cited an instructor who closed the door and let everyone play cards. The group tended to report more effective and positive experiences with dedicated civilian and career Army instructors than with instructors who were "draftees just like me"-- who didn't care becuase they were only temporary.

Another relatively frequent complaint was against cold, hot, or stuffy classrooms, and many said they could not learn because they were tired or hungary during class due to other conditions imposed during their training.

A fairly frequent report indicated that the men had trouble learning because a great deal of material was presented in a very short time. This report did not come only from men of lesser aptitude, but was often attributed to the pressures of the Vietnam buildup.

The troubles which did arise were not effectively dealt with, judging from the fact that about 10% of all the responses mentioned that when they had trouble they received no individual help, that the class proceeded on because "they had a schedule to stick to," and that no additional time was spent on the more complex topics.

Better learning situations; changes in training. The question asking about situations where learning was not efficient included a probe asking "what would have been a better situation?" A subsequent question asked "what changes would you make to improve the training you have received?" The responses and their frequencies were essentially the same for both questions, and the responses have been combined for presentation in Table V-19.

The most frequent changes desired by all groups were in teaching methods and instructors. Under methods, the most frequent responses were that either more time should be allowed for training or that trainees should be grouped by ability or allowed to go at their own pace. The former was generally the

TABLE V-19

Changes Needed in Training

"A Better Situation or Change in Training"
(Percentage Responses)

| Category Name | Drafted (N=80) | Enlisted (N=84) | Draft Induced (N=84) | Voluntary (N=82) | Total (N=166) |
|---|---|---|---|---|---|
| 1. Interest, novelty, excitement, fit to abilities | | | | | |
| 1. Place people in area in which they are interested | 3.8 | 2.4 | 4.0 | 2.0 | 3.1 |
| 2. Make training more challenging intellectually | .6 | .6 | 1.2 | 0 | .6 |
| 3. Place people in area for which they have most aptitude | 6.4 | 1.2 | 4.0 | 2.6 | 3.7 |
| Total | 10.8 | 4.2 | 9.8 | 4.6 | 7.4 |
| 2. Potential usefulness | | | | | |
| 1. Place people in training which will be useful in future occupation | 1.3 | 2.4 | 1.2 | 2.6 | 1.9 |
| 2. Place person in training which will relate to their Army assignment. | .6 | .6 | .6 | .7 | .6 |
| 3. Give more responsibility for own learning | .6 | .6 | 1.2 | [illegible] | .9 |
| 4. Train on same equipment/procedures which will be used on assignment | 2.5 | 1.8 | 2.4 | [illegible] | 2.2 |
| 5. Make combat training more demanding physically | 1.9 | 0 | 1.2 | [illegible] | [illegible] |
| Total | 7.0 | 5.4 | [illegible] | [illegible] | [illegible] |
| 3. [illegible]ility of teaching and learning conditions | | | | | |
| a. Materials | | | | | |
| 1. Have better training devices, more demonstrations | .6 | 1.2 | [illegible] | 0 | .9 |
| 2. Have better books, manuals, audio-visual materials; get rid of dull, out-of-date training films | 1.3 | 1.8 | 1.2 | 2.0 | 1.5 |
| Total | 1.9 | 3.0 | 2.4 | 2.0 | 2.5 |
| b. Methods | | | | | |
| 1. Group trainees by ability; let people go at their own rate; adjust the speed to different learning rates | 16.6 | 10.7 | [illegible] | [illegible] | [illegible] |
| 2. Give help with individual problems; spend necessary time on complex topics; don't go on regardless of whether anyone is learning so as to keep 'on schedule.' | 3.8 | 4.2 | [illegible] | [illegible] | [illegible] |
| 3. More (less) drill and repetition | .6 | 0 | 0 | .7 | .3 |
| 4. Keep trainees busy on meaningful work in OJT - Less idle time in fields where active periods are intermittent | 0 | .6 | [illegible] | [illegible] | [illegible] |
| 5. Make combat training less barbaric - don't 'break down' trainees | 0 | .6 | 0 | .7 | .3 |
| 6. Make the course longer; don't crowd too much into too little time | 8.3 | 4.8 | 7.3 | [illegible] | 6.5 |
| 7. Give more opportunity for practical experience, 'active learning'; don't have instructors do all the actual handling of equipment; teach the entire topic OJT (e.g. supply), or go to OJT sooner | 8.9 | 7.1 | [illegible] | [illegible] | [illegible] |
| 8. Have smaller group instruction; allow for question and answer sessions | 4.5 | 5.4 | [illegible] | [illegible] | [illegible] |
| 9. Give students responsibility for their own learning; don't treat people as though they were children or were stupid | 1.8 | 0 | [illegible] | 1.3 | .9 |
| Total | 42.7 | 35.1 | [illegible] | [illegible] | [illegible] |
| c. Instructors | | | | | |
| 1. Present the material in a logical, organized manner | 0 | 2.4 | [illegible] | [illegible] | [illegible] |
| 2. Present the material with some humor, variety, and imagination; don't 'drone on and on' reading from a manual | 1.3 | 1.2 | [illegible] | [illegible] | [illegible] |
| 3. Training should lead to understanding of principles, | 2.5 | 2.4 | [illegible] | [illegible] | [illegible] |

| | | | | | | |
|---|---|---|---|---|---|---|
| | behind procedures - 'why' is it done a certain way | | | | | |
| 4. | Get more qualified, intelligent instructors; get instructors with field experience; give instructors more knowledge of how to teach | 7.0 | 9.5 | 10.4 | 5.9 | 8.1 |
| 5. | Get more dedicated instructors, who love the subject and care if students learn | .6 | 1.8 | 1.2 | 1.3 | 1.2 |
| 6. | Instructors should not use threats or physical/verbal abuse; should treat people as individuals | 1.9 | 6.5 | 4.0 | 4.6 | 4.1 |
| 7. | Get instructors who are admirable people - good character, decisive | .6 | 0 | 0 | .7 | .3 |
| 8. | Make classes more informal; have informal contacts outside of class | 2.5 | 2.4 | 4.0 | .7 | 2.3 |
| | Total | 16.6 | 26.2 | 24.9 | 17.8 | 21.3 |
| d. | Conditions | | | | | |
| 1. | Make classrooms comfortable in temperature, lighting, ventilation, and numbers of people | 1.9 | 1.8 | 1.7 | 2.0 | 1.8 |
| 2. | Have students rested and well fed, get rid of midnight inspections which interrupt sleep | 1.9 | 1.8 | 0 | 3.9 | 1.8 |
| 3. | Make training less exhausting physically | .6 | 1.2 | .6 | 1.3 | .9 |
| 4. | Shorten class periods; have breaks between training segments | 1.3 | 1.8 | 1.2 | 2.0 | 1.5 |
| 5. | Allow trainees to be out in field and physically active | 0 | .6 | 0 | .7 | .3 |
| 6. | Hold the training in a suitable climate - e.g., jungle training in hot climate; cold weather training in cold climate | 0 | 1.2 | 1.2 | 0 | .6 |
| 7. | Get rid of irrelevancies: K.P, details, formations | 1.9 | .6 | 1.7 | .7 | 1.2 |
| 8. | Make training more like a regular classroom/school situation - '9 to 5', no rules which get in the way of study (e.g., 'lights out') | 1.9 | 2.4 | 2.9 | 1.3 | 2.1 |
| | Total | 9.6 | 11.3 | 9.2 | 11.8 | 10.5 |
| 4. | No changes needed | 5.7 | 9.5 | 4.0 | 11.8 | 7.7 |
| 5. | Don't think of any changes that would help | 5.7 | 5.4 | 6.9 | 3.9 | 5.5 |
| | Number of responses | 157 | 168 | 173 | 152 | 125 |
| | Number with no training* | 10 | 2 | 10 | 2 | 12 |
| | Number with no response | 25 | 43 | 31 | 37 | 44 |

* Cases counted twice - 2 questions involved.

suggestion of those who found their training difficult; the latter, of those who felt their time was wasted by not being able to go ahead at their own rate or on to more advanced training. Several other suggestions along this line were that more attention should be paid when individiuals have trouble in some topic and that classes should be made much smaller.

The second most frequent change suggested by these men which relates to teaching methods is to increase the opportunity for hands-on experience and to conduct more or larger proportions of training as OJT rather than classroom instruction.

The most frequent suggestion made regarding instructors is that they should be chosen from among technically qualified people who have field experience and good teaching skills ("teach them how to teach," "teach them how to understand people"). They also would have instructors "treat people as people-- setting high standards, but not using abusive language or threats.

A total of 25 men out of 166 (15%) indicated that "no changes" were needed in their training. Another 18 (11%) felt that there were no changes the Army could (or would) make which would be of any help. However, in responses to questions in this and other studies regarding improvements which could be made in high school education it has been found that a substantial number of individuals whose experiences were not helpful to them find great difficulty in conceiving of any situation which could be better and still be "school" or "the Army." This certainly indicates some need for changes in training even though it does not suggest what they might be.

Voluntary education. The kinds and amounts of voluntary education pursued by these men was determined, and they were asked their reasons for taking such courses and in what ways this proved satisfying to them. The greatest amount of voluntary education was attempted by the 3 year men, half of whom had such extra education. Only 25% of the draftees took courses, generally college or correspondence courses which they took to "have something to do," or to gain credits toward a college degree. Among the 3 year men who pursued some extra training, about 23% completed a GED (11.6% of all 3 year men). About 1/3 of these took additional Army courses as well. About 56% of the 3 year men who had extra training took college courses; about 14% took additional Army courses.

Nearly 90% of those who attempted some extra course completed it, which tends to suggest that they were satisfied with their experiences. Those who were most satisfied were those who attained a high school diploma via the GED tests, and those who happened to take a college course which turned out to be very well taught and interesting. There was some indication that work toward a GED was inhibited for some men by the fact that this required attendance on their own time and some outside study.

Overall, the data indicate that this group of men were generally interested in their Army training and considered it to be of high quality. They were interested because it was new to them and because they got a chance to learn via practical experience, not just through books, as was often the case in their high school experience, and frequently because they saw it as contributing to their future. There were factors, however, which did produce lack of interest in training and in some instances resulted in less efficient learning than might otherwise have occurred. One major factor was assignment to training in an area of no interest or least aptitutde for an individual-- such as assigning someone who had never been able to sit still to Morse code training, a person who enjoyed working with his hands to a clerical job, and a man who enjoyed mechanical and engine repair to driving vehicles while someone else got to repair the trucks he drove. Another problem was assignment to training where the material had already been mastered by the individual.

The above are primarily questions of appropriate placement. Interest and effectiveness of training are also related to whether or not the training proceeds at a pace appropriate for the individual. Many feel that instruction is aimed at the "bottom of the class" so as to make sure everyone gets some proficiency. This leaves many bored and with the feeling that they could have learned the material in two weeks instead of six and gone on to more technical training. For others, the instruction wasted their time by going too rapidly, moving past things they never grasped well so that they became somewhat discouraged. This was seemingly exacerbated by the Vietnam buildup which required rapid mobilization of trained manpower. A very frequent suggestion was that somehow students be grouped by ability.

Important among the suggestions made by this group are that more attention be devoted to whether or not individual students are in fact learning, that instructors not lecture massive groups by reading from a manual what the students

could read themselves just as well, that more hands-on experience be given, and that students be given real responsibility for their own learning rather than being treated as children, talked down to, and additionally abused or threatened. There were men who enjoyed more abstract classroom instruction as well as OJT-- who wanted a substantial amount of theoretical knowledge and who felt their training had been slighted when they had only OJT. There was a clear response to the presence of a dedicated instructor-- one who cared about the subject and the students; there was a lack of interest and achievement when the instructor didn't care and when he had serious deficiencies in oral expression and technical/ practical knowledge.

## Utilization

The 166 men in the analysis sample held assignments in the areas shown in Table V-20 This table shows both the total numbers of assignments held by any man in each area, as well as the percentages of men holding at least one assignment in each area. By comparing this table with Table V-12 -- Types of training-- it can be seen that the number of men with a combat infantry assignment was smaller than the number receiving some advanced combat training, while about two thirds more men held assignments in service and supply handling and 50% more held administrative specialist and clerk assignments than received specific Army training in these areas.

Use of Training in Assignment. Each interviewee was asked to describe a particular time when he was able to put their Army training to good use on his Army assingnment. The results are shown in Table V-21 About 82% of the men who received training in the Army say they used this training on an assignment. Most said that their training was always useful because, as was intended, the training was appropriate to at least one of their assignments. The particular situations which stood out as really utilizing training were, logically enough, emergencies in combat, medical emergencies, major equipment malfunctions, or security violations when the interviewee was able to respond quickly and effectively due to his training. Also mentioned were the use of leadership, teamwork, or management skills taught formally in NCO school or OCS, or acquired informally during other training when the interviewee was placed in a leadership or supervisory position. However, about 6% of the men who received training in the Army indicated that although their training ostensibly related to their assignment, it was useless in practice because it was so inadequate.

About 18% of the respondents felt that they were never able to put their training to use. Eight percent said specifically that this was because they were assigned in a field different from that in which they were trained, or because they were overtrained for their assignments and as a result never used the skills they had developed. The others just stated that they never put their training to use.

More of the draftees than the enlistees said they never used their training (26.2% vs. 19.6%). This difference is due to their having more assignments in different fields from their training, especially non-combat assignments where they only had combat training.

TABLE V-20

Types of Assignments

| | Percentage of Assignments | Percentage With One or More Assignments in Field | | |
|---|---|---|---|---|
| | | Drafted (N=80) | Enlisted (N=86) | Total (N=166) |
| Combat Infantry, Gun & Tank Crews | 17.5 | 22.5 | 23.3 | 22.9 |
| Electronics Repair | 5.2 | 3.8 | 7.0 | 5.4 |
| Communications & Intelligence | 10.7 | 13.8 | 16.3 | 15.1 |
| Medical & Dental | 7.1 | 8.8 | 7.0 | 7.8 |
| Other Technical Specialists | .6 | 1.2 | 0 | .6 |
| Administrative Specialists & Clerks | 16.2 | 20.0 | 23.3 | 21.7 |
| Electrical-mechanical Equipment Repairs | 9.7 | 12.5 | 14.0 | 13.3 |
| Craftsmen | .6 | 0 | 2.3 | 1.2 |
| Service & Supply Handlers | 27.3 | 42.5 | 29.1 | 35.5 |
| Other (band, sports team, hospitalized 'classified') | 4.9 | 6.2 | 9.3 | 7.8 |
| Total Assignments | 308 | | | |

Table V-2

Specific Time Army Training Was Put to Use on Assignment

| | Percentage of Cases (N=155)* |
|---|---|
| **Used Training:** | |
| Appropriate & Necessary for Assignment or Part of Assignment | 52.9 |
| Particularly Useful: | |
| in combat, medical, equipment or security/emergency | 20.6 |
| when leadership, teamwork, or management skills were needed | 2.6 |
| Training Inadequate to Assignments | 5.8 |
| Total 'Used' | 81.9 |
| **Never Used Training:** | |
| Not Assigned in Same Field | 5.2 |
| 'Overtrained' for Assignment | 2.6 |
| Never Used (Unspecific) | 10.3 |
| Total 'Never used' | 18.1 |

* 6 individuals had no post-basic training, and no information about training use is available for another 5 cases

In discussing utilization of manpower, the counterpart to use of training received is the degree to which men are assigned to jobs and find they lack the necessary preparation. In response to the question asking about a specific time when they lacked a skill or information necessary to do their job, about 60% of this group replied that this never occurred and about 12% said that this sometimes occurred but could always be handled by consulting a manual or more experienced co-workers.

Approximately 28% of the group did find situations where they were inadequately prepared. About half of these had received the normal preparation for an assignment such as they held, but found that there were aspects of the job (e.g., emergencies, assuming a leadership or management role or adjusting to changes in equipment or procedures) which went beyond their skills. Another 3.7% received the normal preparation but had not learned some portion of what was being taught during training. Approximately 8% had not received the usual training program for such an assignment at all but had learned via OJT (and felt gaps in their skills) or just did the best they could without assistance on a job for which they had no training (see Table V-22).

Simply tallying responses to the above questions on when training was put to use or when needed skill was lacking does not give a complete picture of the numbers of men whose training was well utilized in the Army because the responses are sometimes given only in terms of one of several assignments. Therefore, an attempt was made to decide for each individual:

(1) Did he have any assignment for which he was significantly overtrained?

(2) Did he have any assignment for which there was an important deficiency in his preparation?

(3) Did performance in his Army assignments rely almost exclusively on skills or training acquired before he entered the Army?

These judgements were made on the basis of the interviewee's statements in response to the above questions as well as on the basis of the apparent relationship between the types of training they got and their assignments.

The results of these individual judgments are shown in Table V-23. They would appear to indicate a fair degree of mismatch between training and assignments during the time period in which most of the 4 men served.

TABLE V-22

Specific Time Lacked Skill or Information Needed to Do Job

(N= 164)*

| | Percentage of Cases |
|---|---|
| Never Lacked Skill/Information | 60.0 |
| Sometimes-- Not Serious | 11.6 |
| Lacked Skill or Information when: | |
| Combat, Medical, Work Load or Equipment Emergency | 6.1 |
| Placed in Leadership Role | 1.8 |
| Required to Use Different Equipment or Procedures | 3.7 |
| Job Requirements and Objectives Unclear | 1.8 |
| Failed to Learn Important Topic During Training | 3.7 |
| Had No Formal Training; Only OJT | 4.9 |
| Had Technical Assignment and No Training | 3.0 |
| 'Lots of Times'-- Unspecific | 1.2 |
| Total | 39.6 |
| Total cases | 166 |

* No information available for 2 cases

TABLE V-23

Utilization of Army or Pre-Army Training
(N=165)*

| On one or more assignments individual | Yes | No |
|---|---|---|
| Was significantly overtrained | 27 | 138 |
| Lacked preparation | 32 | 103 |
| -- acquired skills via OJT | 29 | |
| Used only pre-Army training | 22 | 143 |

* One case had no assignment.

From the standpoint of the Army, of course, utilizing the civilian training of its recruits is obviously quite desirable where this is possible, and hence the finding that this occurred for 22 of the 166 men does not demonstrate misutilization but the contrary. From an individual and Army standpoint it might be desirable that their experiences on their assignment(s) would then further their development.

Satisfaction and productivity in assignments. Up to this point, the assignments of these men have only been discussed in terms of the adequacy with which they feel they were prepared for them by their training. The assignments themselves will now be considered, especially the kinds of experiences that affected their satisfaction with their assignments and the kinds which made them feel productively or unproductively employed.

Table V-24 shows the aspects of individual "assignments" which were liked or disliked, and the relative frequency of mention of these factors. The most important factors determining likes and dislikes fell in the general categories of the work itself and other conditions of the work and location. Being overseas and being able to travel and experience other cultures were liked more than any other aspects of their assignments. Being in a poor climate, or a remote place with limited facilities were most frequently disliked. Additionally the data indicate that these men liked work which was challenging and interesting to them, regular 8 to 5 hours, being in a good stateside location, outside work, and work which served an obviously useful purpose. They disliked being harrassed or having irrelevant details and formations, an unfair supervisor who did not respect them, dangerous work, and work which served no real purpose, helped no one, and produced no visible accomplishment. The general impression given by these data is that the same factors which are of major importance in satisfaction with any job operate for these assignments, with the additional consideration that the opportunity to travel overseas is an especially positive factor. Only a very few men expressed a dislike of being in a foreign country, among strangers, and said they stayed on their base rather than have any contact with (in these cases) German or Korean citizens.

TABLE V-24

Factors Affecting Likes and Dislikes Re: Assignments and Feelings of Productivity or Uselessness

(Percentages of Responses)

| Positive/ (negative) | Likes | Dislikes | Felt Productive | Felt Unproductive |
|---|---|---|---|---|
| **Growth and Accomplishment** | | | | |
| Promotion and advancement/ (lack of promotion or opportunity) | 0.2 | 1.5 | 2.3 | 0.5 |
| Appreciation and recognition/(lack of recognition for good work) | 0.7 | .2 | 2.3 | 0 |
| Accomplishment; see results/(no sense of accomplishment; Vietnam activities frustrating) | 2.8 | 4.5 | 14.4 | 18.4 |
| Growth in skills and responsibility/ (no chance to learn anything new) | 3.9 | .2 | 4.2 | 2.4 |
| Independence and responsibility/(lack of freedom, choice, etc.) | 4.4 | 3.8 | 4.2 | 1.5 |
| Opportunity to mature, gain self-discipline/(always afraid, in trouble for drinking, fights) | 0.9 | .9 | 1.4 | 0 |
| Total | 12.8 | 11.5 | 28.8 | 22.8 |
| **Work itself** | | | | |
| Challenging, interesting work/(not of interest) | 8.2 | 2.7 | 1.4 | 2.9 |
| Used training/ skills/(training/skills not used) | 0.7 | 2.3 | 4.2 | 6.3 |
| Variety in assignments /(no variety) | 2.1 | 2.0 | 0.5 | 1.9 |
| Clean work/ (dirty, muddy, cold, hot, greasy work) | 0.9 | 2.5 | | |
| Routine job; few responsibilities/(forced to take responsibility;changing tasks) | 2.0 | .9 | | 0.5 |
| Important, necessary, helpful work; defense/(Unimportant,purposeless) | 4.4 | 5.2 | 39.1 | 20.4 |
| Status or prestigious work/ (low status, little prestige) | 2.1 | 0.2 | 1.9 | 2.4 |
| Having authority or power/ (little or no authority or power) | 1.1 | 0 | 0.9 | 0 |
| Exciting, dangerous work/ (dangerous work) | 1.6 | 5.9 | 0.5 | 0 |
| Outside work;not in office/( indoors work) | 5.9 | .9 | - | - |
| Safe work; not in combat unit | 0.5 | 0 | - | - |
| Clean work/ (dirty, muddy, cold, hot, greasy work) | 0.9 | 2.5 | - | - |
| No maneuvers, bivouac, field problems / (having some) | - | 2.0 | - | 2.9 |
| Adequate equipment / (inadequate equipment) | 8.0 | 1.4 | - | 1.9 |
| Total | 36.4 | 26.0 | 48.4 | 39.3 |
| **Interpersonal relations** | | | | |
| Fair, respectful supervisor/( unfair, disrespectful supervisor) | 2.3 | 5.9 | - | - |
| Friendly co-operative co-workers; friends/(dull co-workers, no friends) | 3.2 | 0.9 | - | - |
| | | | - | - |
| Friendly, helping relations with local civilians/ (unfriendly relations) | 2.7 | 1.4 | 6.5 | 0 |
| Total | 8.2 | 8.1 | 6.5 | 0 |
| **Management Style** | | | | |
| Competent supervisor; good manager/(incompetent, indecisive; shirker) | 1.4 | 1.6 | -- | 0.5 |
| Absence of harrassment, details, bad checks, parades, revoille/(Presence) | 4.6 | 7.9 | -- | 8.7 |
| Team work, high morale;competition/ (Lack of esme; fighting) | 4.4 | 4.1 | 2.3 | 1.9 |
| Procedures which get work done efficiently /(poor procedures) | 0.2 | 0.5 | - | 1.0 |
| Exploitation and black market activities/(being exploited, property stolen) | 0.2 | 0.7 | - | - |
| Total | 10.8 | 14.7 | 2.3 | 12.1 |
| **Conditions of the work and locations** | | | | |
| Overseas location; travel; foreign culture/ (living in strange culture) | 10.7 | 1.4 | | |
| Station near home; family with him/ (being far from home, friends, family) | 3.6 | 3.4 | | |
| Desirable stateside location: climate, social/rec. opportunities/ (undesirable) | 6.9 | 9.0 | | |
| Inability to get desired location; too much moving; uncertainty in Vietnam/ ( | | | | |
| Good housing; no barracks /(poor housing, living in barracks) | 1.2 | 2.9 | | |
| Good food / (poor food, C rations) | .4 | 2.0 | | |
| Regular(8-5) work; no on-call /(long days, on-call 24 hours a day, no free time) | 7.6 | 4.7 | | |
| Total | 30.4 | 24.6 | | |
| **Other** | | | | |
| Liked everything; disliked nothing | (0.9)* | (19.2)* | | |
| Liked nothing; disliked everything | (12.3)* | (2.6)* | | |
| Always/generally felt productive (never useless) | -- | -- | [7.8]** | [26.5]** |
| Never felt (really) productive; always felt useless | -- | -- | [10.2]** | [5.4]** |
| Number of reasons given about any assignment | 543 | 443 | 215 | 256 |
| No response | (4.5)* | (4.2)* | [1.2]** | [0.6]** |
| Q omitted-- no assignments | (0.3)* | (0.3)* | [0.6]** | [0.6]** |
| Number of non-assignments* | 308 | 308 | -- | -- |
| Number of cases | -- | -- | 166 | 166 |

* As percentage of total non-assignments.

** As percentage of total cases.

## Reenlistment

The interview questions attempted to get at the factors influencing reenlistment in several ways: first by asking about specific events which made the person feel that he should stay in or leave the service, and then by asking his reasons for not reenlisting at the point when he did leave, and then by asking about changes in the Army which might have influenced him to reenlist. Although the same types of factors came up repeatedly, they carried different weights depending upon the context in which the question was asked.

The results for all four questions can be found in Tables V-25, V-26, and V-27. Most of the favorable events as far as reenlistment is concerned fell in the areas of job/training, pay/benefits, and job security. Most of the unfavorable events had to do with freedon/growth and leadership style. Reasons for not reenlisting fell most heavily in the area of freedom/growth. (This question was of course not asked of the four men who have made careers in the Army). Pay and benefits were most frequently mentioned as changes which might influence the person to reenlist. The very small group of men who did reenlist at least once were asked why they did so, and job/training and job security factors were most frequently mentioned, followed by pay/benefits. Six out of the 15 specifically mentioned the security of the job in comparison with their civilian prospects, three said they enjoyed their jobs and considered them better than civilian jobs they could probably obtain, two mentioned a recent promotion or chance for advancement, and two mentioned housing, health, and retirment benefits.

It is important to note that 62% of the group--71% of those whose service was draft induced and 52% of those who entered voluntarily--said that there was never any event which made them feel they should stay in the army; about 25% said they always wanted to get out as soon as possible; and about 18% said they were just in to serve out their time, but not to reenlist. Additionally, half of the group (56% of the draft induced and 43% of the voluntary groups) said there was <u>no</u> change they knew of which could influence them to reenlist. This does indicate, however, that at least half of the men might be influenced to reenlist under some conditions, including a considerable number of those who did not enter voluntarily in the beginning.

TABLE V-25

Percentages of Cases Who Had an Experience Which Favored Staying or One Which Favored Leaving the Army (N=166)

| | |
|---|---|
| Some event or condition favored staying in | 32.5 |
| Always wanted to reenlist - no specific event | 1.2 |
| Never wanted to reenlist | 62.0 |
| No response (question omitted) | 4.2 |
| | |
| Some event or condition favored leaving | 56.8 |
| Always wanted to get out as soon as possible | 25.3 |
| Willing to discharge obligation, then leave | 17.9 |
| No response (question omitted) | 2.4 |

TABLE V-26

Percentages of Men Who Did Not Reenlist at Some Point Who Did and Did Not Feel There Were Changes That Would Have Made Them Consider Resnlisting (N=162)

| | |
|---|---|
| Some change mentioned (see below) | 44.4 |
| No change would matter | 51.2 |
| No response - question omitted | 4.3 |

TABLE V-27

Percentages of Various Types of Changes Which Might Have Influenced Some Men to Reenlist (N=72)

| | |
|---|---|
| Job/training | 22.3 |
| Job security | 0 |
| Travel/location | 15.5 |
| Pay/benefits | 33.0 |
| Leadership style | 11.7 |
| Freedom/growth | 14.6 |
| Family, marriage | 2.9 |

Since the reasons favoring reenlistment are fairly well known, it seems appropriate to examine the negative aspects these men see and the changes they can visualize in a little more detail. The results in Tables V-25, 26, and 27 show the percentages of all reasons or events reported which fall within a given category. Since a given person may give several reasons within the same category, it is more meaningful to talk about individual factors in terms of the proportion of men who indicated it as a factor in their non-reenlistment. Thus, it was found that 21% of the respondents said that the possibility of being sent to Vietnam was an event which made them want to leave the service; 14% cited harassment, inhumane, unfair, or deceptive treatment by supervisors, 12% cited problems developing for wives, children or family due to Army life and practices (e.g. frequent moves), 10% cited a lack of choice in what happened to them, 9% were intending to return to specific pre-Army job or educational plans, and about 5% mentioned each of the following: having a job with no real purpose, failure to get a promotion or blocked advancement, a general dislike of leadership styles and "Boy Scoutism," a dislike of associating with or being supervised by securely placed but incompetent people, or a drug or discipline problem which led (or forced) them to leave.

Present Characteristics of the Sample

The men in this sample are now approximately 30-32 years old. Most are currently married (81%), about 10% have never been married, and the remainder were married at one time but are presently divorced. One single man, and three divorced men are planning to be married soon. The group averages 1.33 children per person.

The present educational level of these men is shown in Table V-28. Over the period since their entrance into the Army 15 men have obtained GEDs who had not graduated from high school, 15 more have obtained some technical, trade, or vocational training (exclusive of Army training), and 20 more have completed college or some graduate training. Their educational attainment as a group is different from what they expected at the time they entered the Army. Fewer have completed college or a graduate degree, but many more have gone on to some post high school vocational, technical, or trade school training than originally expected to do so. The number who expected to obtain only a high school diploma or GED is about the same as the number who have actually done so, although these are not in all cases the same individuals -- those who "didn't know" what education they would eventually receive have tended not to go beyond high school or its equivalent, which means that many of those who didn't expect to do so have obtained some amount of post-high school education.

The types of jobs held currently by this group are indicated in Table V-29. At the present time 3% of the group are unemployed and 3% are students not holding a full time job. Compared with the plans of those who had occupational plans at the time they entered the Army, fewer men are in careers which usually require a college education -- engineering, math, the physical and biological sciences, medicine, teaching, humanities, the social sciences, and law, and fewer are in the arts or in technical jobs. Only business administration, among the college fields, has a larger percentage of men now than were planning such careers when they entered the Army. The proportions of men who are small business proprietors or are in sales, in the mechanical, technical, and construction trades, in office work, and in laboring jobs are all somewhat higher than the numbers planning such careers earlier. The general shift away from the college-requirement fields (except business administration) and toward those requiring a high school diploma and possibly vocational or technical

TABLE V-28

Present Level of Education

(N=166)

| | Draft induced | Voluntary | Total |
|---|---|---|---|
| Less than high school graduate | 3 | 5 | 8 |
| High school diploma | 14 | 22 | 36 |
| GED | 3 | 13 | 16 |
| High school and some vocational, technical, or secretarial trng. | 16 | 14 | 30 |
| Less than 1 year college | 9 | 6 | 15 |
| 2 Years college | 9 | 8 | 17 |
| 3-4 years college | 5 | 2 | 7 |
| B.A. or B.S. | 15 | 7 | 22 |
| Graduate or professional degree or study | 10 | 5 | 15 |
| Total cases | 84 | 82 | 166 |

TABLE V-29

Current Occupations of Men in Sample

| | Draft induced | Voluntary | Total |
|---|---|---|---|
| Engineering, physical sciences, mathematics, architecture | 3.6 | 3.7 | 3.6 |
| Medical and biological sciences | 1.2 | 0 | 0.6 |
| Business administration | 19.0 | 9.8 | 14.5 |
| General teaching and social service | 2.4 | 2.4 | 2.4 |
| Humanities, law, social and behavioral sciences | 2.4 | 0 | 1.2 |
| Fine arts, performing arts | 1.2 | 0 | 0.6 |
| Technical jobs | 3.6 | 4.9 | 4.2 |
| Proprietor, sales | 19.0 | 13.4 | 16.3 |
| Mechanics, industrial trades | 16.7 | 26.8 | 21.7 |
| Construction trades | 7.1 | 8.5 | 7.8 |
| Secretarial-clerical, office workers | 2.4 | 3.7 | 3.0 |
| General labor, community and public service | 11.9 | 24.4 | 18.1 |
| Other | 0 | 0 | 0 |
| Unemployed | 4.8 | 1.2 | 3.0 |
| Student | 4.8 | 1.2 | 3.0 |
| N = | 84 | 82 | 166 |
| **Percentage of Men Who Intend to Stay in Present Job** | | | |
| Yes | 66.8 | 65.9 | 66.2 |
| No | 30.9 | 31.7 | 31.4 |
| Can't tell | 2.4 | 2.4 | 2.4 |

training is true among all of the various entrance status groups.

About 31% of the men in the sample say that they do not plan to remain in the job they presently have over the next few years.

Looking at overall job satisfaction ratings (Table V-30) it appears that all of the groups rate their jobs around 5 on the seven-point scale which extends from 7, "my job is nearly perfect; it is unlikely that I could find a better one" to 1, "my job is very unsatisfactory; I am concerned about remaining if things stay the way they are."

Self-ratings of present quality of life

As the last activity in the interview, each individual was asked to rate his own quality of life -- how important each of the 18 areas of life are to him and how well his needs are being met in each of these areas. The results for the total Army veteran sample are shown in Figure V-2.

It appears from these data that as a group their needs are very well met in those areas of most importance to them, with the possible exceptions of having and raising children and intellectual development. In these areas, although their needs are reported to be well met, they are relatively far down in rank, as compared with their apparent importance.

It would be useful and interesting to know how a group of young men without Army experience would evaluate their present lives in terms of what is important to them and how well they are doing. This comparison requires that the groups be roughly comparable in pre-Army characteristics and that they have completed the same rating forms. Men who participated in the pilot interview study were used for this purpose (see Section I, Interview Development).

From the 40 pilot study cases, 33 individuals were selected who had not had Army experience (and for whom reading comprehension and SES data were available). A group of men with Army experience was then selected so that the groups were as comparable as possible in reading comprehension level and socioeconomic status in 1960. Thirty-six Army men were chosen for this matched group. The degree of success in matching is shown in Table V-31.

The Army veteran group was negligibly higher in both reading comprehension and socioeconomic status compared with the pilot study cases, and it was felt

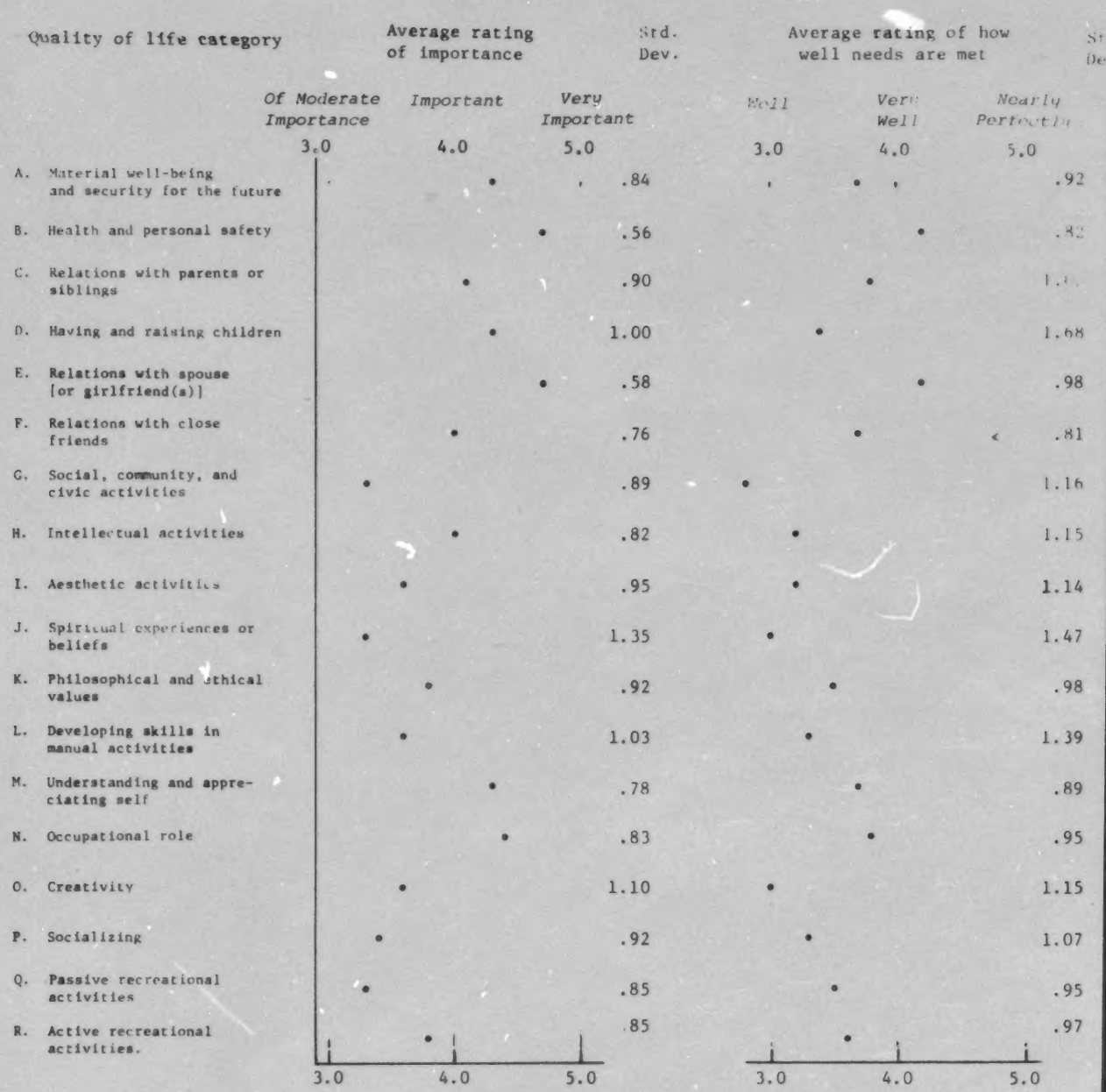
TABLE V-30

Ratings of Satisfaction with Present Job

| | 2 yr. | 3 yr. | Draft induced | Voluntary | Total |
|---|---|---|---|---|---|
| Mean rating | 5.05 | 5.00 | 5.09 | 4.90 | 5.03 |
| Standard deviation | 1.18 | 1.37 | 1.14 | 1.39 | 1.28 |
| Number rating | 77 | 80 | 77 | 80 | 157 |

FIGURE V-2. Reports of male Army veterans of the importance to them of each of 18 areas defining quality of life and similar reports of how well their needs are met in each area.

N = 163*


Quality of life category
Average rating of importance
Std. Dev.
Average rating of how well needs are met
Std. Dev.
Of Moderate Importance
Important
Very Important
Well
Very Well
Nearly Perfectly
3.0
4.0
5.0
A. Material well-being and security for the future .84 .92
B. Health and personal safety .56 .82
C. Relations with parents or siblings .90
D. Having and raising children 1.00 1.68
E. Relations with spouse [or girlfriend(s)] .58 .98
F. Relations with close friends .76 .81
G. Social, community, and civic activities .89 1.16
H. Intellectual activities .82 1.15
I. Aesthetic activities .95 1.14
J. Spiritual experiences or beliefs 1.35 1.47
K. Philosophical and ethical values .92 .98
L. Developing skills in manual activities 1.03 1.39
M. Understanding and appreciating self .78 .89
N. Occupational role .83 .95
O. Creativity 1.10 1.15
P. Socializing .92 1.07
Q. Passive recreational activities .85 .95
R. Active recreational activities. .85 .97

* 3 cases with incomplete data omitted.

Table V-31

Reading Comprehension

and Socio Economic Status of Pilot and Army Groups

| | | Reading Comprehension | | SES | |
|---|---|---|---|---|---|
| | N | Mean | Standard Deviation | Mean | Standard Deviation |
| Pilot study | 33 | 30.8 | 13.5 | 99.0 | 10.9 |
| Army study | 39 | 31.1 | 12.6 | 99.3 | 10.8 |

that this match was close enough to make comparison of quality of life ratings meaningful. These ratings appear in Figure V-3.

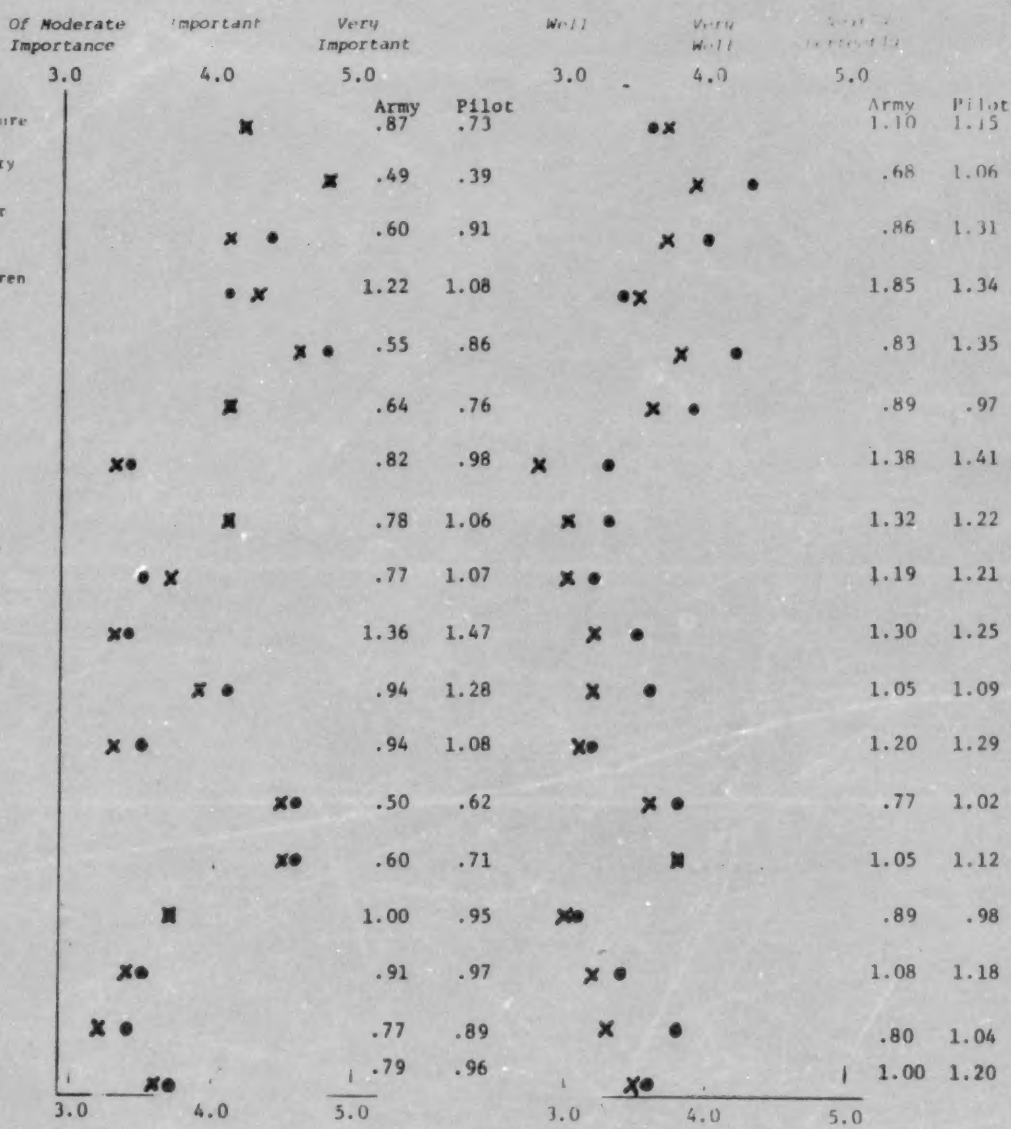
It should be recalled that the pilot group was composed of 1960 12th and 9th graders from across the U.S. and was chosen so as to obtain a group roughly representative of men around 30 years old in the population.

What is most striking is the similarity between the Army veteran and the non-veteran groups in the importance they attach to various areas of life and in how well their needs are met. This is true in terms of the overall level of the ratings across all categories, of the ratings for individual categories, and of the rank orderings of categories.

FIGURE V-3. Reports comparing the importance to them and how well their needs are met for each of 18 areas of quality of life for comparable groups with and without Army experience.

● = Army study men mean scores (N = 36)

X = Pilot study men (no Army experience) (N = 33)



## Effects of Army Service on Later Life

The data presented so far have dealt with the characteristics or developmental needs of the men in the sample at the time they entered the service, with their experiences while they were in and then with their present life. These experiences give an indication of the positive and negative effects which this experience had on their lives at the time, and the ways in which it might have been more helpful. However, it remains to take a look at (1) what the men say about any long term effects, (2) at what the effect seems to have been on their occupational life, and (3) what they feel would have been more beneficial to them.

"Good" and "Bad" Results of Army Service. Each interviewee was asked to describe a time something good happened as a result of his Army service and a time something bad happened. Their responses were classified and then grouped into the 18 quality of life areas. The summaries in Tables V-32 and V-33 give the percentages of good, bad, and no effects reported which fell in each of the 18 categories. The types of effects which were included in each category appear in Table V-34.

It is obvious, first, that about 80% of the men reported that there was some good effect of Army service on their lives. About 20% found no good effect and only one man said that the only effect was bad. Of the good effects reported, the majority were in the areas of occupational role and self-understanding and appreciation. Frequent good effects were also reported in the areas of intellectual development, active recreation, and material well-being. Access to, or use of, various G.I. Bill benefits were cited as a good effect by about 16% of the men, however, in the table these reports have been distributed according to the particular area of life on which they had the most immediate impact (e.g., housing loans under material well-being, education benefits under intellectual development, etc.).

The bad effects reported were primarily in the areas of socializing, health and personal safety, which include mental health, and occupational role. Lesser numbers of bad effects were reported in relations with spouse or members of the opposite sex and intellectual activities. The kinds of specific effects reported within each of these areas are shown in Table V-34.

TABLE V-32

Percentages of cases reporting good, bad, and no effects of Army service and number of specific effects reported

| | Draft Induced (N=80) | Enlisted (N=86) | Total (N=166) |
|---|---|---|---|
| Some good effect(s) | 76.2 | 83.7 | 80.1 |
| None or don't know of any | 23.8 | 16.3 | 19.9 |
| Some bad effect(s) | 35.0 | 40.0 | 37.3 |
| None or don't know of any | 65.0 | 60.0 | 62.6 |
| Total number good effects | 78 | 99 | 177 |
| Total number bad effects | 27 | 38 | 65 |
| Total effects | 105 | 137 | 242 |

TABLE V-33

Percentages of all reports of good and bad effects of Army Service which fell in each of the 18 quality of life areas

| | GOOD | | | BAD | | |
|---|---|---|---|---|---|---|
| | Drafted (N=80) | Enlisted (N=86) | Total (N=166) | Drafted (N=80) | Enlisted (N=86) | Total (N=166) |
| A. Material well-being and security for the future | 7.7 | 10.1 | 9.0 | 11.1 | 13.2 | 12.3 |
| B. Health and personal safety | 1.3 | 1.0 | 1.1 | 22.2 | 15.8 | 18.5 |
| C. Relations with parents, siblings & other relatives | 1.3 | 1.0 | 1.1 | 0 | 7.9 | 4.6 |
| D. Having and raising children | 1.3 | 1.0 | 1.1 | 0 | 0 | 0 |
| E. Relations with spouse [or girl friend(s)/boy friends(s)] | 3.8 | 6.1 | 5.1 | 14.8 | 2.6 | 7.7 |
| F. Relations with close friends | 6.4 | 4.0 | 5.1 | 0 | 2.6 | 1.5 |
| G. Social, community and civic activities | 5.1 | 4.0 | 4.5 | 0 | 5.3 | 3.1 |
| H. Intellectual activities | 10.3 | 16.2 | 13.6 | 3.7 | 10.5 | 6.2 |
| I. Aesthetic activities | 0 | 0 | 0 | 0 | 0 | 0 |
| J. Spiritual experiences or beliefs | 0 | 0 | 0 | 0 | 0 | 0 |
| K. Philosophical and ethical values | 0 | 0 | 0 | 7.4 | 2.6 | 4.6 |
| L. Developing skills in manual activities | 0 | 0 | 0 | 0 | 0 | 0 |
| M. Understanding and appreciating self | 21.8 | 19.2 | 20.3 | 0 | 0 | 0 |
| N. Occupational role (job) | 20.5 | 21.2 | 20.9 | 11.1 | 21.1 | 16.9 |
| O. Creativity | 0 | 0 | 0 | 0 | 5.3 | 3.1 |
| P. Socializing | 6.4 | 6.1 | 6.2 | 29.6 | 13.2 | 20.0 |
| Q. Passive recreational activities | 0 | 0 | 0 | 0 | 0 | 0 |
| R. Active recreational activities | 14.1 | 10.1 | 11.9 | 0 | 2.6 | 1.5 |
| Number of specific effects | 78 | 99 | 177 | 65 | 27 | 38 |

Table V-34

Reported Types of Good and Bad Results of Army Service

**Good Resulting from Army Service**

A. Material well being
- Had job and income while in Army
- Had housing/PX/free medical care while in army
- Able to get a job/support self after Army
- G.I. Bill--unspecified
- Housing loans

B. Health
- Got into good physical shape

C. Parents/siblings
- Gained appreciation for family/parents, or parents gained more appreciation of interviewee

D. Children
- Learned skills which enable interviewee to directly help his children/family

E. Spouse/opposite sex
- Met spouse while in Army
- Able to have spouse and family with interviewee on assignment
- Improved relations with spouse/girlfriend/boyfriend

F. Close friends
- Made close friends

G. Social/civic relations
- Helped person/people as part of Army job
- Helped other EMs in special program/event--no job
- Developed interest in civics/social issues/etc.
- Increased tolerance/understanding of different culture(s)/enjoyment of other cultures
- Serving country gave feeling of pride

H. Intellectual development
- Had interesting training/experiences; intellectually stimulated
- Developed intellectual abilities/interests
- Getting GED; college degree
- Education benefits

I. Aesthetic Development

J. Spiritual

K. Philosophical and ethical values

L. Manual activities

M. Self-understanding/appreciation
- Matured/more confident/more responsible/etc.
- Increased understanding of own interests/abilities
- Increased ability to make decisions/determine own life/more self discipline

N. Occupational
- Able to get (better) satisfying job due to being trained/assignments
- Good military record useful in getting job/no longer had service ahead of him so more eligible for jobs
- Got training that has been generally useful in jobs since Army, but not necessarily in same field as Army
- Had satisfying assignment while in Army
- Discovered satisfying occupational accomplishment
- Has continued active/reserve Army career
- (Former) employer counted military service towards seniority

O. Creativity

P. Socializing
- Met new people
- Developed ability to get along with/enjoy people (broader spectrum of)/understand people

Q. Passive recreation

R. Active recreation
- Got to travel
- Got to participate in sports
- Learned skill which provides enjoyable recreation (e.g., flying)

**Bad Resulting from Army Service**

A. Material well-being
- Decrease in income while in Army/lost possession because in Army
- Not able to get job due to less than honorable discharge
- Bad climate on assignment
- Unable to get job with livable wages after Army training
- Demoted/courtmartialed--with accompanying lower pay/or penalty (financial)

B. Health
- Serious injury/illness/breakdown in health/in physical danger
- Poor medical care
- Drug problem
- Psychological strain/fear while in Army

C. Parents/siblings
- Had to be away from home (parents' home)

D. Children

E. Spouse/opposite sex

F. Close friends

G. Social/civic relations
- Developed resentment/distrust of military/government

H. Intellectual development
- Interruption of education/training
- Lack of college credit for Army experience, training

I. Aesthetic development

J. Spiritual

K. Philosophical and eth
- Involved in war which viewee felt unnec
- interviewee is u
- about his involve
- this had negative

L. Manual activities

M. Self-understanding a appreciation

N. Occupational role
- Interruption of progr career
- Inability to get desi since Army--due t of civilian credi training
- Lack of promotion du time in Army
- Unable to get traini assignment of cho while in Army/un assignment
- Had to continue in re (some active) af interviewee got

O. Creativity
- Experiencing regiment loss of individua

P. Socializing
- Taken advantage of/d
- Lost faith in others/ longer believed thing they said
- Unfairly disciplined/ harrassed
- Lonely/isolated
- Shunned because a co (by foreign nati
- Developed offensive (foul language,

Q. Passive recreation

R. Active recreation
- Did not get to trave

Table V-34

Reported Types of Good and Bad Results of Army Service

**ting from Army Service**

**l well being**

b and income while in Army
ning/PX/free medical care
hile in army
get a job/support self
fter Army
ill--unspecified
loans

to good physical shape

/siblings

appreciation for family/
rents, or parents gained more
preciation of interviewee

skills which enable
terviewee to directly help
e children/family

opposite sex

ee while in Army
have spouse and family
th interviewee on assignment
d relations with spouse/
rlfriend/boyfriend

**riends**

ose friends

**civic relations**

person/people as part of
y job
ther EMs in special
gram/event--no job
d interest in civics/
cial issues/etc.
d tolerance/understanding
different culture(s)/
oyment of other cultures
country gave feeling of
de

**tual development**

reating training/experiences;
ellectually stimulated
d intellectual abilities/
erests
GED; college degree
n benefits

**c Development**

**K. Philosophical and ethical values**

**L. Manual activities**

**M. Self-understanding/ appreciation**

Matured/more confident/more
responsible/etc.
Increased understanding of
own interests/abilities
Increased ability to make
decisions/determine own
life/more self discipline

**N. Occupational**

Able to get (better) satisfying
job due to being trained/
assignments
Good military record useful in
getting job/no longer had
service ahead of him so
more eligible for jobs
Got training that has been
generally useful in jobs
since Army, but not
necessarily in same field
as Army
Had satisfying assignment while
in Army
Discovered satisfying occupa-
tional accomplishment
Has continued active/reserve
Army career
(Former) employer counted military
service towards seniority

**O. Creativity**

**P. Socializing**

Met new people
Developed ability to get along
with/enjoy people (broader
spectrum of)/understand
people

**Q. Passive recreation**

**R. Active recreation**

Got to travel
Got to participate in sports
Learned skill which provides
enjoyable recreation
(e.g., flying)

**Bad Resulting from Army Service**

**A. Material well-being**

Decrease in income while in
Army/lost possession
because in Army
Not able to get job due to
less than honorable
discharge
Bad climate on assignment
Unable to get job with
livable wages after
Army training
Demoted/courtmartialed--
with accompanying lower
pay/or penalty (financial)

**B. Health**

Serious injury/illness/
breakdown in health/in
physical danger
Poor medical care
Drug problem
Psychological strain/fear
while in Army

**C. Parents/siblings**

Had to be away from home
(parents' home)

**D. Children**

**E. Spouse/opposite sex**

**F. Close friends**

**G. Social/civic relations**

Developed resentment/distrust
of military/government

**H. Intellectual development**

Interruption of education/
training
Lack of college credit for Army
experience, training

**I. Aesthetic development**

**J. Spiritual**

**K. Philosophical and ethical**

Involved in war which inter-
viewee felt unnecessary/
interviewee is unsettled
about his involvement and
this had negative effect

**L. Manual activities**

**M. Self-understanding and appreciation**

**N. Occupational role**

Interruption of progress of
career
Inability to get desired job
since Army--due to lack
of civilian credit for
training
Lack of promotion due to
time in Army
Unable to get training/
assignment of choice
while in Army/unpleasant
assignment
Had to continue in reserves
(some active) after
interviewee got out

**O. Creativity**

Experiencing regimentation/
loss of individuality

**P. Socializing**

Taken advantage of/degraded
Lost faith in others/no
longer believed every-
thing they said
Unfairly disciplined/
harrassed
Lonely/isolated
Shunned because a soldier
(by foreign nationals)
Developed offensive habits
(foul language, etc.)

**Q. Passive recreation**

**R. Active recreation**

Did not get to travel

Effects of the Army on personality and general outlook

According to the reports of these men, their time in the Army was one of considerable change in personality and general outlook. The statements each individual made about himself prior to entrance (self-description, plans, specific strengths, and weaknesses) and the changes he said took place (as well as information and insight acquired) were sorted into a set of categories which were developed on the basis of the responses of a sample of the men in the group. The results are shown in Table V-35. The self-descriptions of the men before they entered the Army are composed almost equally of positive and negative attributes.* The changes they say took place during the period of their service are much more often positive than negative, by about 7 to 1. About one-third of the men say they became more mature. About one-sixth described themselves as having been immature at entrance, and of these about 62 percent specifically indicated that they matured. It is, of course impossible to credit the Army with causing or even facilitatin this change on the basis of these statements, and many of the respondents say they do not know but what they would have matured as much anyway. The same goes for changes other than maturation, but the nature of these other changes gives somewhat more reason to believe they may have been substantially the result of Army experience (see Table).

On the whole, these men described themselves on the positive side before entrance, particularly as being good in sports or (less frequently) in some particular skill, as easy-going, and able to get along with people. On the negative side, they say they were lacking in job and communication skills, uncertain about their directions, immature, shy, and naive about the world! In other words, probably not an unusual group of young men in their late teens and early twenties. When they came out they say they had become more knowledgeable about the world and less naive, more mature, less shy, more certain about their goals and/or able to persist in attaining them, and more confident. About 9 percent say they became more cynical and distrustful of others due specifically to disillusionment and exploitation in the Army,

*The designations "positive" and "negative" used here, refer to the standpoint of the individual giving the report. Thus, some individuals report being goal-oriented as a positive characteristic, whereas others see being easy-going, taking things as they come and not being concerned about the future as positive.

TABLE V- 35

Positive and Negative Characteristics of Group Before Army and Changes Taking Place During Service -- Self-Reports

| Dimension | "Positive" Characteristics or Changes* | | "Negative" Characteristics or Changes* | |
|---|---|---|---|---|
| | Before Army | After Army | Before Army | After Army |
| Physical appearance or condition | 5 | 2 | 7 | 0 |
| Relationships with significant others | 2 | 9 | 1 | 2 |
| Trust in others | 2 | 1 | 1 | 14 |
| Sophistication; knowledge and appreciation of other cultures | 5 | 70 | 20 | 2 |
| Maturity (general) | 9 | 67 | 26 | 0 |
| Acceptable outlets for emotions | 1 | 8 | 9 | 10 |
| Response to discipline | 6 | 14 | 13 | 2 |
| Self-confidence and insight | 14 | 28 | 13 | 1 |
| Independence | 12 | 18 | 6 | 1 |
| Assertiveness; decisiveness | 8 | 12 | 9 | 2 |
| Goal direction and persistence | 12 | 37 | 32 | 5 |
| Lack of concern about future; easy-going | 49 | 6 | 11 | 0 |
| Skill development | 91 | 8 | 36 | 1 |
| Ease of interpersonal interactions | 31 | 43 | 29 | 3 |
| No strong points | NA | NA | 6 | 1 |
| No weak points | 2 | 0 | NA | NA |
| Total | 260 | 323 | 219 | 44 |
| Can't describe self or changes | 2 | 0 | NA | NA |

* Characteristics seen as "positive" or "negative" by this sample of men (N=162)

and about 6 percent say they became more belligerent, nervous, and/or developed an addiction to alcohol or other drugs. About 20 percent say they did not change at all during the time they were in.

Effects of Army service on individual career development

The preceding description of the recruitment, classification, training, utilization, and reenlistment and post-Army experiences of these men has relied entirely upon collective judgments of these men in their answers to particular questions. It has included cross-sectional pictures of their characteristics before they entered the Army and their present lives. The second major objective of the study is to evaluate the contribution of Army experiences to the lives of these men on an individual basis, taking into account both the information in the person's Project TALENT files and the interview data. It was decided to concentrate the individual analysis upon the Army's contribution to the development of a satisfying occupational role and to intellectual development, as it was in these areas that the men themselves reported the most substantial "good" and "bad" results of Army service.

The individual case analysis was carried out in the following manner. Lists of possible positive and negative effects of army service upon occupational development were drawn up. The effects incorporated in these lists were based upon detailed case by case listings of the career-related Army experiences of a subsample of 50 cases. They were supplemented by the types of experiences reported by the entire group in their responses to specific questions. A third list was drawn up which paralleled the items on the first two, except that it was phrased in terms of individual needs and the resulting opportunities then presented for the person's Army experience to have made a positive contribution. The lists appear below in Figure V-4.

As the entire file for each individual was read by one of the two senior staff members, a record was kept of those positive and negative actions on the first two lists which were judged to have occurred and of the opportunities which were missed for a positive, or more positive contribution.

The presentation and discussion of the results will make clearer the kinds of information which were used in deciding whether or not, for example,

FIGURE V-4

Positive effects which the Army can have upon individual career development

1. Helped individual identify own interests, abilities, potential vis a vis activities in various careers via guidance procedures or actual training/work experience.

2. Helped individual identiy training/experience options available and eventual outcomes.

3. Individual was placed in training which was appropriate for their interests and abilities.

4. Skill was developed to fullest extent in area of interest and ability.

5. Provided experience after training in appropriate occuptaional area/area of training.

6. Improved skills developed before Army in field of desired employment.

7. Developed leadership/management/organizational skills of general use in occupation.

8. Developed personal characteristics and work habits necessary for successful employment (completing tasks, ability to make decisions, good interpersonal relations, motivation to do work well, self-discipline, teamwork).

9. Developed (more) sense of direction in life and/or confidence in self and ability to determine own life.

10. Gave opportunity and encouragement to obtain GED (if not high school graduate).

11. Gave opportunity to obtain college credit/a college degree/other credential in desired career field.

12. Gave opportunity and encouragement to pursue voluntary education related to some area of interest.

13. Gave training/experience which provides adjunct skill of some use in career field/avocational pursuits.

14. Aided in the development of intellectual skills/habits necessary to puruse further formal or informal education.

15. Developed more informed view of world/people/own or other cultures which is asset in career - greater "systems awareness."

16. Provided job during Army which enabled support of self during this time, where there was previous difficulty in obtaining a job.

(Figure V-4 continued)

17. Provided GI Bill/or saleable skill which has been important for support while obtaining further training/education.

18. Provided saleable skill which is being/has been used to support self.

19. Provided saleable skill which has not been used since Army, but could be.

20. Provided satisfying work while in the Army.

21. Aided individual in capitalizing on Army training and experience in civilian job market.

22. Improved mental health/resolution of personal problems leading to enhanced employability.

What negative effects can Army experience have on career development?

1. Misled individual as to training/experience options available and their eventual outcomes.

2. Sent into combat without training.

3. Being drafted caused him to miss out on training/job opportunity.

4. Draft probably interfered with progress of career which had begun; draft caused individual to lose opportunity fo training or particular job.

5. Developed authoritarian/autocratic management approach or passivity which interferes with effective leadership/management.

6. Developed personal characteristics and work habits which are a handicap to successful employment - resentment of supervision, lack of ambition.

7. Discouraged or interfered with individual obtaining GED.

8. Discouraged or interfered with seeking college degree or other credential.

9. Discouraged or interfered with individual's pursuit of voluntary education.

10. Individual would have liked some training/experience which would now be useful adjunct to job/avocation.

11. Had very unsatisfying work while in the Army.

(Figure V-4 continued)

12. Individual developed new or more severe mental health/personal problems which have interfered with employability.

13. Individual injured in combat - limits occupational possibilities.

14. Left Army with general or undesireable discharge which affected job possibilities.

What opportunities did the Army miss to further career development?

1. Lacked clear understanding of own interests/abilities and/or of activities in various careers.

2. Lacked clear understanding of options available for training/experience in Army — not able to plan to get most out of service.

3. Individual placed in training or OJT which was not optimal given their interests and abilities.

4. Individual was interested in Army field he was in, but training failed to really provide skill in required activities.

5. Experience failed to build on Army training or could have been better.

6. Individual has previously developed skills/training in area of interest to them (not necessarily career interest), but these skills were not further developed by Army training or experience.

7. Individual could clearly profit in present life by development of leadership/management skills.

8. Individual appears to lack personal characteristics and work habits necessary for steady employment/advancement in job.

9. Individual lacked sense of direction/lacked self-confidence or feeling of control over own life.

10. Individual lacks high school diploma and was not given opportunity or encouragement to obtain GED, or was prevent/dissuaded by location (e.g. Vietnam).

11. Individual could have benefited from/would have enjoyed taking more advantage of voluntary educational opportunities.

12. Individual would have liked some training/experience which would now be useful as an adjunct to job/avocation.

13. Individual lacked certain intellectual skills/habits necessary to pursue further education/training and wishes he had done so at some time.

(Figure V-4 continued)

14. Possessed narrow view of world/own/other cultures which probably limits job opportunities.

15. Individual lacked any saleable skill at entrance and separation.

16. Assignments in Army were somewhat unsatisfying.

17. Individual lacked knowledge of how to capitalize on or potential benefits from Army training/experience in civilian job market.

18. Individual had some personal/mental health problems which have probably affected employability/ability to seek more satisfying opportunities/ desired advancement on job.

a specific positive contribution had been made. Some general principles were also used by the evaluators. Insofar as possible an attempt was made to disregard manpower needs of the Army, etc., which might explain why an individual was classified into a particular MOS, given an assignment for which he was not trained, etc. The evaluators attempted to consider only the impact of such experiences on the individual and his development. It was considered that to do otherwise would lead to greater unreliability in the judgments and would disguise the effects of such personnel policies, or manpower necessities, practices, which were under study.

On the other hand, it was not considered to be a missed opportunity if, for example, the individual failed to receive training directly related to his career field, when this field was completely outside the scope of training available in the Army. Thus, a man who wanted to pursue a budding career in country and western song writing and performing but who was trained and assigned as a cook, would not necessarily have a missed opportunity for relevant training recorded. If his planned career gained from participation in Army talent shows, however, a positive effect of Army experience would be recorded.

After tallying the various positive and negative effects and missed opportunities for a case, the evaluators gave their summary judgment as to the direction and degree of the overall effect of Army service on that person's occupational development. A very simple rating scale was used:

++ = very positive effect
+ = somewhat positive effect
0 = no apparent effect
- = somewhat negative effect
-- = very negative effect

It was planned that present job satisfaction would be eventually compared for individuals with each of the above rated effects, hence the one item of data which was not made available to the evaluators when they made their judgments was the Respondent's Booklet which contained the subject's numerical ratings of job satisfaction and of how well his occupational needs were being met.

The results of their evaluations are shown in Table V-36. According to these results, the Army had a positive effect on the occupational development of 53.1 percent of this group, a negative effect on 8.4 percent, and no effect on 38.6 percent. Both draftees and enlistees derived positive occupational benefits from their service, but service had more of an effect (positive or negative) on enlistees than on draftees.

Table V-37 shows the rated effects for men of varying educational levels at entrance into the Army. The first thing which is apparent is that positive and negative effects are not in any way restricted to a particular educational group. There are, however, some suggestive differences. Negative effects are nearly three times as frequent for those with some post high school education as for those without. Effects of any kind are more frequent for those with some college education (i.e., there are fewer men with some college who show "no effect").

It might be anticipated that the degree and direction of effect of Army service on occupational development would affect the degree to which the individual would have attained a satisfying occupational role. (This of course involves the assumption that the degree of effect is not correlated with the magnitude of the individual's needs at the time of entrance, nor with the importance attached to having a satisfying occupational role, all somewhat questionable assumptions.) The respondent's ratings of their occupational fulfillment averaged for each of the five levels of impact of Army service are shown in Table V-38 . Mean job satisfaction ratings are also shown. There is a very slight tendency for occupational fulfillment to be higher when the positive impact of the Army has been greater, but there is no obvious relationship between degree or direction of impact and satisfaction with present job.

For those upon whom the Army had little impact, it might be thought that their degree of occupational fulfillment would be negatively correlated with the number of missed opportunities (i.e., the degree of need for further development). The observed correlation, however is not significant and is in the opposite direction. ($r = +.10$).

TABLE V-36

Degree of impact of Army service on individual occupational development for drafted and enlisted men

| Effect | Drafted (N=80) | Enlisted (N=86) | Total (N=166) |
|---|---|---|---|
| Very positive effect | 7 (8.8) | 17 (19.8) | 24 (14.5) |
| Somewhat positive effect | 31 (38.8) | 33 (38.4) | 64 (38.6) |
| No effect | 38 (47.5) | 26 (30.2) | 64 (38.6) |
| Somewhat negative effect | 4 (5.0) | 7 (8.1) | 11 (6.6) |
| Very negative effect | 0 (0) | 3 (3.5) | 3 (1.8) |

TABLE V- 37

Degree of impact of Army service on individual occupational development for men of varying pre-Army educational levels

| | Very Positive | Somewhat Positive | No Effect | Somewhat Negative | Very Negative | Total |
|---|---|---|---|---|---|---|
| less than high school diploma | 10.0 | 43.3 | 40.0 | 6.7 | 0 | 30 |
| high school diploma | 14.5 | 33.3 | 47.8 | 4.3 | 0 | 69 |
| high school and vocational/technical | 6.7 | 40.0 | 40.0 | 13.3 | 0 | 15 |
| some college | 17.1 | 48.6 | 20.0 | 5.7 | 8.6 | 35 |
| college degree | 23.5 | 29.4 | 35.3 | 11.8 | 0 | 17 |
| TOTAL | 14.5 | 38.6 | 38.6 | 6.6 | 1.8 | 166 |

TABLE V- 38

Present job satisfaction and fulfillment of occupational role needs as a function of rated Army impact

| Level of Effect | Occupational Fulfillment | | | Job Satisfaction | | | Number Unempl'd |
|---|---|---|---|---|---|---|---|
| | Mean | Std. Dev. | N | Mean | Std. Dev. | N | |
| ++ | 4.08 | .83 | 24 | 4.91 | 1.56 | 24 | 0 |
| + | 3.76 | .89 | 63 | 5.15 | 1.21 | 61 | 3 |
| 0 | 3.81 | 1.02 | 64 | 5.03 | 1.10 | 63 | 1 |
| - | 3.55 | 1.13 | 11 | 4.36 | 1.30 | 11 | 0 |
| -- | (4.67) | .58 | 3 | (7.00) | 0 | 1 | 2 |

TABLE V-39

Frequencies of specific positive and negative effects of Army service on occupational development, and opportunities missed for a more positive contribution

| Category of Effect or Opportunity | Positive | Negative | Missed Opportunity |
|---|---|---|---|
| Knowledge of own interests and abilities | 20 | 0 | 41 |
| Understanding of training/experience options available and their consequences | 18 | 9 | 40 |
| Appropriateness of training to interests and abilities | 65 | 2 | 53 |
| Extent of development of new skills in appropriate area | 61 | 0 | 6 |
| Experience gained in area of training/occupational relevance | 54 | 2 | 16 |
| Extent of development of prexisting skills | 19 | 4 | 24 |
| Development of leadership/management skills | 34 | 1 | 8 |
| Development of good work habits | 42 | 2 | 9 |
| Development of sense of direction, confidence | 39 | 0 | 23 |
| Opportunity and/or encouragement to complete high school (GED) | 16 | 2 | 6 |
| Opportunity and/or encouragement to obtain career-related (voluntary) education | 6 | 3 | 0 |
| Opportunity and/or encouragement to obtain other voluntary education | 22 | 1 | 13 |
| Provision of training of indirect use in career/lesiure | 23 | 2 | 8 |
| Development of academic skills/habits for further education | 5 | 0 | 13 |
| Development of informed view of world/people | 32 | 0 | 3 |
| Provision of economic support-previous unemployment | 9 | 0 | 0 |
| Provision of GI Bill/skill used to obtain further education | 44 | 0 | 0 |
| Development of saleable skill used at some time | 11 | 1 | 11 |
| " " " " -could be used but hasn't been | 15 | 0 | 0 |
| Provision of satisfying work while in Army | 54 | 4 | 20 |
| Provision of help in capitalizing on Army experience in civilian life | 2 | 0 | 9 |
| Resolution of personal/mental health problems | 4 | 2 | 12 |
| Limitation of occupational possibilities (combat injuries) | 0 | 2 | 0 |
| Effect of conditions of separation on employment | 0 | 2 | 0 |

About one-quarter of the group also seemed to have acquired by experience or maturation facilitated by experience, useful work skills particularly the capacity to complete a job, whereas before the Army they had rarely carried through on anything.

An increased sophistication, worldliness and knowledge of different types of people frequently seemed not only personally satisfying to the veteran, but a distinct asset in his present job. This seems to be especially true for men in jobs with much public or interpersonal contact.

There were relatively few negative effects on occupational development which could be determined. Nine men were in someway misled as to the training or assignment options they had, or the consequences in terms of their actual job function or, especially the possibilities in civilian life. Several men had careers which were beginning interrupted by their service. Their assignments in no way contributed to their careers, and they appeared to have suffered a real setback.

One cannot put the preceding discussion into proper context unless one considers the degree to which the "careers" these young men were in need of development when they went in and when they went out. This brings one back also to the earlier discussion of the men at the time they entered the Army. Recalling the number of men who said they had no idea what they wanted to do in life when they entered the Army, it is perhaps not surprising that about one-quarter were considered to not have really understood their own interests and abilities or to have known how the options available to them related to their characteristics or to possibilities in the Army or in later civilian life. Partially for this reason there were many instances where the training which they received was not as appropriate for them as it might have been. Thus, the first three areas in the table generally involving the elements of career planning and classification seem to be the locus of considerable opportunity for a substantial contribution by the Army. As we have seen, the appropriateness of the type of training received is also highly important in determining motivation during training and appears to be important in productivity in assignments

The overall picture obtained from the tally of missed opportunities and "0" effects is that for this group of men a substantial opportunity exists

for Army service to make a substantial contribution to their career development, while at the same time increasing their contribution to the Army and the probability that they will reenlist. In many, many cases the individual at entrance and exit was judged not to have been able to match his own aptitudes and interests realistically with those required in or typical of persons in various job fields.

There are also a considerable number of opportunities lost to put men with prior training in a field to work in a related area, thus utilizing their existing skills and furthering their experience. Despite the number of men who seem to have acquired a sense of direction while in the Army, there are about 15 percent who have continued to drift without any clear direction, and generally with some discomfort, since their discharge. In some cases they have gained clearer interests or goals since that time; in others they have not.

It seems that relative to the opportunities missed by less than optimal classification, the training itself seems generally to take advantage of opportunities to increase skills. Other areas of considerable potential to improve the impact of Army service can be identified in the table. Utilization in a meaningful way (satisfying work) is among the most obvious.

One issue which has been touched on is that of the direct use of Army training in a subsequent civilian job. Much has been said about the apparent effects of appropriate classification upon interest in training and later satisfaction. The question then arises as to whether the appropriateness of the person's classification has any effect on whether this training or experience will ever be put to use. Table V-40 presents these data. Along the lines of the preceding individual analysis, a decision was made for each man whether the training he received was appropriate, inappropriate, or not optimal. (In two cases it was found impossible to make this decision.) These men were then divided into those who have and those who have not ever used their Army training since their discharge. The results in Table V-40 show that there is a tendency for the group as a whole not to use their Army training after separation. However, when the classification decision is appropriate for the individual's interests and abilities, there is a substantially increased use of this training

TABLE V-40

Percentages of men using Army training and experience in civilian life as a function of the appropriateness of the classification*

| | Used training | Didn't use | Can't tell | Total |
|---|---|---|---|---|
| Appropriate | 47.0 | 51.5 | 1.5 | (40.7) |
| Inappropriate | 23.9 | 76.1 | 0 | (28.4) |
| Not optimal | 10.4 | 87.5 | 2.1 | (29.6) |
| Can't tell | 0 | 100.0 | 0 | (1.2) |
| Total | 29.0 | 69.8 | 1.2 | - |

*N = 162, excludes 4 men still in Army.

and experience. Those whose classification was "not optimal" from this individual orientation, tended to be those who were given only combat training and assignments, and they of course did not find a civilian job counterpart.

A number of those whose classification was considered inappropriate have nevertheless used their training at some point. Often they have then gone into another field or used their skills to get them through school, or they have persisted in a job, which although it provides security, offers little satisfaction, and fulfills the limited alternatives that they know of.

What different training or experience would have been especially helpful to this group?

Turning finally to their own reports again, 30 of these men (18 percent) wish they had gotten training in the Army which would be useful in obtaining a good job (see Table V-41 ). Twenty-eight, or 17 percent, wish they had been trained in a specific field in which they are interested and/or which is related to their present job. About 7 percent wish that their Army training and assignments had built upon and extended their pre-Army education or occupational experience. About 45 percent of the total group (74 different individuals), and about half of the enlisted group mentioned at least one desirable change in their Army experience which relates to the nature and process of their classification; 23 percent desired changes in training and other education. Fewer individuals desired changes in utilization, social environment, and information on long range opportunities.

These data indicate that although a number of men report that their Army experience had a good effect which relates to their occupational role, many more feel that the experience could have been much more beneficial to them if they had made, or been able to make, a selection of training more in line with their interests and abilities. Many of these men, particularly the draftees, already had some training and direction to their careers prior to Army service. For them, the opportunity to choose would probably have meant they would have selected an MOS which built upon and further developed their skills. It is the enlisted group, however, who report the highest percentage of "bad effects" in the occupational role area, who wish they had made a

Table V-41

Different Army Experiences or Changes That Would be Helpful
(Percentage of changes desired in various categories)

| | Drafted (N=80) | Enlisted (N=86) | Draft Induced (N=84) | Voluntary (N=82) | Total (N=166) | % of total group |
|---|---|---|---|---|---|---|
| CLASSIFICATION | | | | | | |
| Get info. on own aptitudes, options, outcomes in relation to training | 1.6 | 9.5 | 3.2 | 8.3 | 5.9 | 4.8 |
| Get training related to interests/present job | 19.7 | 21.6 | 17.5 | 23.6 | 20.7 | 16.9 |
| Get training in 'something useful for a good job' | 21.3 | 23.0 | 20.6 | 23.6 | 22.2 | 18.1 |
| Get training/experience related to pre-Army ed. | 9.8 | 6.8 | 12.7 | 4.2 | 8.1 | 6.6 |
| Total | 32.4 | 60.9 | 54.0 | 59.7 | 56.9 | (44.6) |
| TRAINING AND OTHER EDUCATION | | | | | | |
| Get better training or more experience in Army field | 13.1 | 13.5 | 14.3 | 12.5 | 13.3 | 10.8 |
| Get better physical training | 1.6 | 1.4 | 1.6 | 1.4 | 1.5 | 1.2 |
| Get better training in discipline | 1.6 | 1.4 | 1.6 | 1.4 | 1.5 | 1.2 |
| Get info. on educational opportunities/spec. trng. | 4.9 | 2.7 | 4.8 | 2.8 | 3.7 | 3.0 |
| Obtain GED | 1.6 | 0 | 1.6 | 0 | .7 | .6 |
| Obtain more college or corresp. sch. education | 9.8 | 6.8 | 12.7 | 4.2 | 8.1 | 6.6 |
| Total | 31.6 | 25.8 | 36.6 | 22.3 | 28.8 | (22.9) |
| UTILIZATION | | | | | | |
| Get assignment related to Army training | 3.3 | 1.4 | 0 | 4.2 | 2.2 | 1.8 |
| Get more interesting assignment in same field | 0 | 1.4 | 0 | 1.4 | .7 | .6 |
| Provide motivation through recognition and reward of good work 'use the best men' | 3.3 | 0 | 1.6 | 1.4 | 1.5 | 1.2 |
| Total | 6.6 | 2.8 | 1.6 | 7.0 | 4.4 | (3.6) |
| SOCIAL ENVIRONMENT | | | | | | |
| Take interest in (treat people as) individuals | 3.3 | 4.1 | 4.8 | 2.8 | 3.7 | 3.0 |
| Give information on individuals' responsibilities | 0 | 1.4 | 0 | 1.4 | .7 | .6 |
| Give information on health and diseases prevention | 0 | 1.4 | 0 | 1.4 | .7 | .6 |
| Give training in human relations | 1.6 | 0 | 0 | 1.4 | .7 | .6 |
| Total | 4.9 | 6.9 | 4.8 | 7.0 | 5.8 | (4.8) |
| LONG RANGE OPPORTUNITIES | | | | | | |
| Give information on use of experience in civilian life | 0 | 4.1 | 1.6 | 2.8 | 2.2 | 1.2 |
| Total | 0 | 4.1 | 1.6 | 2.8 | 2.2 | (1.2) |
| OTHER | | | | | | |
| Don't serve at all | 3.3 | 0 | 1.6 | 1.4 | 1.5 | 1.2 |
| Total | 3.3 | 0 | 1.6 | 1.4 | 1.5 | (1.2) |
| Total changes mentioned | 61 | 74 | 63 | 72 | 135 | |
| % desiring any change | 73.8 | 66.3 | 67.9 | 72.0 | 69.9 | |
| Can't think of anything | 12.5 | 14.0 | 15.5 | 11.0 | 13.3 | |
| Everything was good--no change | 10.0 | 14.0 | 11.9 | 12.2 | 12.0 | |
| Omitted | 3.8 | 5.8 | 4.8 | 4.9 | 4.8 | |
| Total cases | 80 | 86 | 84 | 82 | 166 | |

better selection of training. In view of the large number of this group who still do not feel that they have found the right type of work for them, it is clear that they were not in possession of all the information necessary to make a good choice for them at the time they entered the Army, even though they were allowed this freedom. This is similar to the implication drawn earlier from the observations that many men now feel that they could have made a better choice in training, that many chose on very insubstantial grounds, and that those who did so are even more likely than the others to regret their choice.

The Vietnam Veteran

Among the 166 men in the interview sample, 57 served at some time in Vietnam. The purpose in looking at them as a separate group is to see what effect service in Vietnam -- especially actual field action -- may have had on the patterns of their subsequent lives. This in itself has two purposes. The first is to try to gain a better understanding of these effects for a group of men who are able and willing to discuss their experiences, and the second is to add some perspective to the overall analysis in terms of identifying those characteristics of experiences of the total group which may be primarily the result of combat rather than peacetime service. Time and resources place limits on the extent of the analyses. Shortness of interview time and the very nature of the study placed major limitations on the depth to which combat effects and experiences could be pursued. However, some useful observations can be made.

By way of background, the 57 Vietnam vets were composed of 33 draftees and 24 enlistees. Forty-nine men were white; 8 were black. They were all in Vietnam an average of 11.1 months (10.6 for the draftees, 11.9 for the enlistees). Nine men in this group received wounds which have left some degree of remaining disability ranging from the loss of both legs with the current probability of further degeneration necessitating additional surgery. In degree of actual combat experience they range from men who were stationed in Saigon or a relatively safe headquarters location to men who spent virtually their entire time under attack.*

---

* In the process of searching for participants, one man was determined to have been killed in Vietnam, and one Vietnam veteran who declined to participate said specifically that "That's all over and I don't want to think about it any more." No other refusals are known to have been for this reason.

Each of these men was asked directly in what ways his combat experiences influenced his ideas or feelings, and whether any special problems were created in his readjustment to civilian life by his combat training or experiences. The results for these questions are presented in Table V-42. One man asked the interviewer to "skip these questions." In general, when these men responded in terms of some personal gain from their combat experience it was primarily a sorting out of what is really important to them in life and a closeness to and respect for soldiers or Vietnamese who suffered and still carried on. The 'negative' effects reported were primarily in terms of the pointlessness of the activities they engaged in as far as any real military gain was concerned, making some resent being part of a 'farce', and distress over the small value placed on life in that situation. Several reported having to come to terms with their own capacity to hate and kill. About 19% of the group felt that the experience had little effect on them; most of these reports were from the men who had little actual combat.

About 2/3 of the group reported no problems in readjusting to civilian life. Those who reported problems primarily experienced nervousness, anxiety conditioned to noises, fireworks, etc. However, several reported fairly severe problems in coping with interpersonal and job stresses, or felt they existed 'in a daze' for some considerable period of time after they returned.

This small sample does permit some investigation of the post-Vietnam experiences of these men in comparison with those of men who did not serve there. Considering first marital stability since Vietnam, there is no significant difference between the Vietnam vets and others

TABLE V-42

Percentages of Cases Reporting Various Effects of Combat
(N=57)

| | Percentage of Men Reporting Each Type Effect |
|---|---|
| No or little effect - not in (much) actual combat | 14.0 |
| No or little effect - was in actual combat | 5.3 |
| Gained perspective on what is important; sensed fearing death | 12.3 |
| Became aware of value/meaning of life | 10.5 |
| Gained appreciation for living conditions in U.S. | 10.5 |
| Became hardened to death to protect self | 7.0 |
| Became more religious | 5.3 |
| Was alert to danger; determined to protect self first | 5.3 |
| Felt pride in serving in war; pride in country | 5.3 |
| Brought close to other men quickly | 3.5 |
| Gained respect for other's courage and sense of duty | 3.5 |
| Gained respect for Vietnamese; broadened experience | 3.5 |
| Confused and frustrated by lack of accomplishment by restraints on military | 10.5 |
| Became aware of worthlessness of life in war/to Vietnamese | 7.0 |
| Became distraught over loss of friends | 3.5 |
| Resented U.S. for making him serve, be part of 'farce' | 3.5 |
| Disturbed by or contemptuous of other's cowardice, shirking of duty, unwillingness to help each other | 3.5 |
| Learned he was capable of aggression/killing | 3.5 |
| Became less religious | 1.8 |
| Became hardened to death and regrets this | 1.8 |
| Learned what real fear is | 1.8 |
| Memories, past were wiped out by combat | 1.8 |
| "Combat changes you, but no one really knows how" | 3.5 |
| Refused to answer | 3.5 |

TABLE V-43

| Problems in return to civilian life (N=57) | Percentage of Men Reporting Type of Probl |
|---|---|
| No problems (incl. relief on safe return) | 66.7 |
| Nervous, jumped at loud noises, lights, & fireworks - went away in time | 14.0 |
| Drank heavily because of 'problems in daily living' | 3.5 |
| Marital problems began or grew worse | 3.5 |
| Had difficulty taking civilian job seriously; working at slower pace | 3.5 |
| Emotionally drained, dazed, in a dream, felt guilt over responsibility for killing | 3.5 |
| Couldn't control temper in arguments - beat and choked girlfriend | 1.8 |
| Loss of close friend made him more benevolent | 1.8 |
| Felt left behind by those who hadn't served | 1.8 |
| Harassed by civilians | 1.8 |
| Was told he had changed - unsure how | 3.5 |

in terms of numbers of subsequent divorces (either from a wife to whom he was married at the time he left the Army or from a woman married since that time). The divorce rate for the Vietnam vets is 13.2% and for non-Vietnam vets 15.5%. This very slight advantage for the Vietnam vet group can be accounted for by the fact that this group has a very slightly higher reading comprehension level, which in this sample is quite highly correlated negatively with divorce rate (the rates are .22, .25, .05, and .03 for increasing reading comprehension quartiles.)

The high school dropout

A persistent question in the recruitment of men for the armed forces concerns the value of using the percentage of recruits with a high school diploma as an indicator of the quality of enlistees at any given time. The present study does not permit any useful determination of quality of performance. However, it does allow comparison of the frequency of reported disciplinary actions for those who did and those who did not complete high school before they entered the Army; and for those with other characteristics of potential interest such as reading comprehension. These data are presented in Table V-44.

Examination of the relationship between the proportion of men receiving article 15s, demotions, and less-than-honorable discharges would appear to suggest that there is a substantial positive relationship between dropping out of high school and incurring all types of disciplinary actions. However, reading comprehension level is known to be correlated with education level, and hence the proportions incurring disciplinary actions were determined for each reading comprehension-education group. The picture then becomes somewhat more complicated. The less-than-honorable discharges were received only by men with low reading comprehension scores who had also dropped out of high school. Demotions are also more frequent among those with low reading comprehension scores. Article 15s, however, do not seem to be more frequent among those with low reading scores. In fact, there is some suggestion (based upon a very small number of cases) that those men with higher than average reading scores who dropped out of high school are most likely to receive Article 15s.

TABLE V-44

Proportions of Men Incurring Various Disciplinary Actions
In Relation to Their Pre-Army Education and Reading Comprehension

| | Reading Comprehension Percentile | Less than High School (N=30) | High School (N=136) | Total (N=166) |
|---|---|---|---|---|
| Article 15s | 0-24 | .46 | .29 | .33 |
| | 25-49 | .42 | .27 | .31 |
| | 50-74 | 1.00 | .26 | .32 |
| | 75-99 | 1.00 | .24 | .29 |
| | no score | - | .00 | .00 |
| | Total | .53 | .26 | .31 |
| Demotions | 0-24 | .46 | .11 | .20 |
| | 25-49 | .42 | .10 | .19 |
| | 50-74 | .33 | .03 | .05 |
| | 75-99 | .00 | .10 | .10 |
| | no score | - | .00 | .00 |
| | Total | .40 | .08 | .14 |
| Less-than-honorable discharge | 0-24 | .15 | 0 | .04 |
| | 25-49 | .08 | 0 | .02 |
| | 50-74 | .00 | 0 | .00 |
| | 75-99 | .00 | 0 | .00 |
| | no score | - | 0 | .00 |
| | Total | .10 | .00 | .02 |

## VI. Results for a Small Sample of WACs

In addition to the sample of men which constituted the primary focus of the present study, interviews were conducted with 49 women who have served in the Women's Army Corps. The analyses which were carried out on these data were less extensive than those performed on the male sample, and in some instances did not utilize the same procedures. Despite the limitations of the small size of this sample, some tentative conclusions have emerged. These findings seem worthy of further investigation with an interview form more specifically directed to the circumstances of WAC life and to the areas of their lives which seem to have been most effected by WAC service.

### Recruitment and classification

Some selected background characteristics of these WAC recruits are shown in Table VI-1 . In terms of their mean age and the mean number of months from high school to enlistment, it is apparent that they are almost identical to the men who entered the Army "voluntarily" (see Table V-1). In other respects, however, they are very different from the male volunteers. For example, only one had not completed high school by that time, as compared with about 14% of the men in the "voluntary" group,* and a much greater proportion had some post- high school education (33% of women as opposed to about 9% of the men). In addition, the WACs have higher reading comprehension scores, relative to all other women in high school, than do the male volunteers relative to all other men. Twenty-one percent, for example, have scores in the top quartile for women in their particular grade in 1960 (6% in fact score in the top decile for women), whereas only 5% of the males who entered voluntarily score in the top quartile. If draft-motivated men are included in the comparison, however, there is no marked difference between the WACs and the men in these present samples.

Figure VI-1 shows in profile form the means of the percentile scores of these 49 women on a selected set of 38 of the Project TALENT interest, information and ability tests and certain other variables. Their interests in social service, business, and clerical activities were somewhat lower and their interests

* It is of course true that a greater proportion of women than men do finish high school. It is also possible that the greater proportion of 12th grade cases in the female sample diminishes the apparent number of women entering the WACs without completing high school.

TABLE VI-1

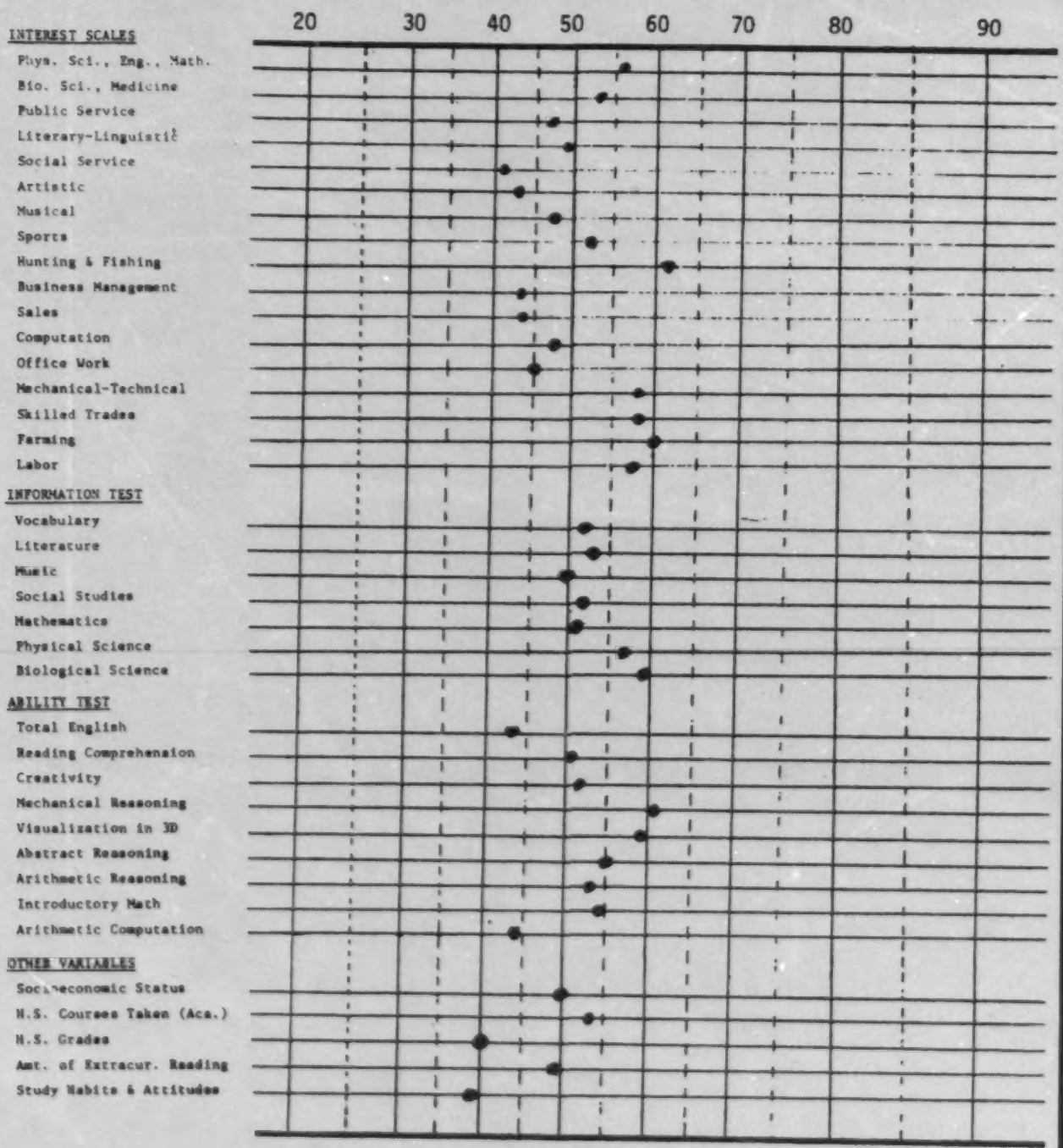
Selected Background Characteristics of WAC Recruits

| | |
|---|---|
| Age at entrance | 19.1 years |
| Months from high school to entrance | 12.4 months |
| **Reading comprehension quartile** | **N** |
| 0-24th percentile | 5 |
| 25-49th percentile | 16 |
| 50-74th percentile | 17 |
| 75-99th percentile | 10 |
| No score | 1 |
| **Race/ethnic group** | |
| White | 45 |
| Black | 4 |
| **Education level attained at entrance** | |
| Less than high school graduate | 1 |
| High school diploma | 32 |
| GED | 0 |
| High school and some vocational, technical, secretarial, or nursing training | 9 |
| Less than 1 year college | 4 |
| Two years college (or A.A.) | 3 |
| **Maximum education expected in lifetime at entrance** | |
| High school diploma | 14 |
| High school and some vocational, technical, secretarial, or nursing training | 9 |
| "Some college" or "college" | 7 |
| B.A. | 13 |
| M.A. | 1 |
| Ph.D. | 2 |
| Didn't know | 2 |
| No answer | 1 |

FIGURE VI-1. Profile of mean scores on 1960 TALENT tests for 38 interest, information, ability, and other variables for the WAC sample.

N = 49

National Percentile Grade Norms for Females



in the sciences, hunting and fishing, mechanical-technical, skilled trades, farming, and labor somewhat higher than those of other women in high school in 1960. They scored slightly higher than average on all but one of the information tests (vocabulary). Their ability test scores in Total English (grammar, spelling, and usage) and arithmetic comprehension are slightly lower than average (about the 35th percentile). However, on the other ability tests they score slightly above average, particularly on visualization in three dimensions, which is generally associated with mechanical aptitude and is consistent with their interests in mechanical-technical and skilled trade activities.

Another interesting finding is that the career plans of these women, even when they were in high school in 1960, were substantially different from those of the average high school girl at that time (Table VI-2 ). In brief, more were planning careers outside the home, and of those, many fewer planned to enter secretarial/clerical work than among other women. By the time they entered the Army (about one year after high school), there were some changes in their plans, the most marked being a movement away from general teaching and social science fields and into nursing (practical or R.N.) or other medical fields. Not surprisingly, none said they planned to be housewives at that point. They had at that point also moved even further from other women of the same general age in terms of their career plans. About 23% of women as a whole were planning to be housewives, and very few were planning careers in other than teaching/social sciences or secretarial/clerical fields. It is interesting that only one of the interviewees said she planned to make a career in the Women's Army Corps prior to the time she entered. About 20% said they did not know what occupation they wanted at the time they entered the service. In this sense they appear to have been much less undecided than the men who volunteered, nearly half of whom said they had no specific plans.

The types of reasons which these WACs and ex-WACs give for having enlisted are shown in Table VI-3. They differ markedly from the reasons given by the men who entered the Army "voluntarily." Over half mentioned wanting to travel, whereas only 17% of the men mentioned travel. Many more women mentioned job/training/career reasons for entering, including wanting to acquire GI benefits. And in addition about four times as many women as men said that serious family problems influenced their enlistment. This is even more striking when it is

TABLE VI-2

Career Development of WACs and 11th Grade Females

| | Career plans of WACs | | Career plans of 11th grade females* | | |
|---|---|---|---|---|---|
| | 1960 | At enlistment *** | 1960 | 1 yr. post-h.s. | 5 yrs. post-h.s. |
| Engineering, physical sci., math, architecture. | 2.0 | 2.0 | 1.6 | 0.5 | 0.6 |
| Medical and biological sci. | 14.3** | 16.3 | 14.3** | 7.4** | 6.5** |
| Business administration | 4.1 | 6.1 | 2.2 | 0.7 | 2.4 |
| General teaching and social science | 20.4 | 12.2 | 18.6 | 19.7 | 15.7 |
| Humanities, law | 4.1 | 4.1 | 1.9 | 1.4 | 0.9 |
| Fine arts | 6.1 | 2.0 | 3.2 | 3.0 | 1.1 |
| Technical jobs | 0 | 4.1 | 1.9 | 2.6 | 1.5 |
| Proprietor, sales | 0 | 2.0 | 1.2 | 2.8 | 2.1 |
| Mechanical, industrial trades | 0 | 0 | 0 | 0.8 | 0.2 |
| Construction trades | 0 | 0 | 0 | 0.6 | 0 |
| Secretarial, clerical, office | 14.3 | 16.3 | 24.5 | 23.2 | 10.8 |
| General labor, community and public service | 4.1 | 14.3 | 6.3 | 6.7 | 2.2 |
| Don't know, other, no response | 26.5 | 20.4 | 12.9 | 7.2 | 10.9 |
| Housewife | 4.1 | 0 | 11.4 | 23.4 | 45.1 |

* From Table 3-3, Five Years After High School (p. 3-8)

** Includes all nurses and miscellaneous therapists. Practical nurses in "general labor", Therapists in "technical jobs" in WAC "high school to enlistment" column.

*** Average of o year post-high school.

TABLE VI-3

Percentages of WACs Giving Each Factor as
a Reason Contributing to Their Enlistment (N=49)

| | |
|---|---|
| Travel or location | 55.1 |
| Job/career | |
| Get training in Army | 24.5 |
| Get education via GI Bill | 32.7 |
| Military career long-time ambition | 10.2 |
| Job security (hard to get job/get good job) | 24.5 |
| Family/personal problems | 32.7 |
| School problems (failure/lack of interest) | 22.4 |
| Personal development | |
| Be on one's own/away from family | 24.5 |
| Make friends | 6.1 |
| No other plans | 8.2 |
| Patriotic reasons | 10.2 |

considered that several additional women mentioned preceding failure in school as contributing to their enlistment, whereas men with similar experiences are already included in the 8.5% mentioning family/personal problems. Three women, but no men, mentioned a desire to make new friends as one of their reasons for joining the Army.

It quickly became apparent in reading the data files for these women that nearly 60% did not complete their first enlistment period, in addition to those 10 women contacted who did not complete even the first six months. Thus it was decided to attempt to classify each woman on the basis of the one reason/situation which seemed to be the most direct reason for enlistment, and to look at certain of their Army experiences, including reasons for early discharge, in relation to their reason for entering the Army. The results of this classification are shown in Table VI-4 which also shows the average amount of time from high school to enlistment for each group and the number who had reading scores in the top quartile for their grade, Nearly one-third were considered to have been primarily motivated by an unhappy family situation; about one-quarter were seeking a change and an expansion of their social or job horizons in some way (bored, and without any particular alternative plans). The import of this table is its implication that such reasons as "travel," "training," or "access to GI bill benefits," while given by many women as being among their reasons for entering the WACs, were not the principal reason in most cases. These classifications should only be taken as suggestions, however, because of the limited sample and because their reliability has not been determined. There is also no implication that these reasons define why the Army was chosen rather than some alternative means of escaping problems, getting training, etc.

These qualifications, however, should not obscure the result presented in Table VI-4 that about one recruit in eight entered not just from a background of severe family problems but very soon after a major upheaval of some sort.

In retrospect, it would have been interesting to have determined the reasons behind the enlistment of those women who left within the first six

TABLE VI-4

Principal Reason for Enlistment

(in judgement of senior staff member)

| | N | Mean months h.s. to entrance | Number in top quartile in reading comp. |
|---|---|---|---|
| Unhappy family situation | (15) | (11.2) | (5) |
| Clear precipitating event | 6 | 16.7 | 0 |
| No known precipitating event | 9 | 7.6 | 5 |
| Boredom with job, school, social life | 12* | 18.5 | 3 |
| Failure in college/training | 5 | 29.4 | 1 |
| Desire for job/training/career | 15 | 5.3 | 1 |
| Unclear situation or reasons | 2 | 11.0 | 0 |
| Total | 49 | 12.4 | 10 |

months. Later in this report, when early discharge and reenlistment are considered, their relationship to reasons for entrance will be presented for the 49 women interviewed.

Table VI-4 also reveals that the women of highest academic aptitude in this sample are often those who come from backgrounds of fairly severe family problems or who had become bored with their situation prior to joining the WACs.

Training

The types of training received by this group are not, in most cases, in serious conflict with their expressed career plans; however, they do underscore the more limited options available to WACs during the 60's and the relatively limited numbers of careers considered by the women themselves. (See Table VI-5 for the training received.) Several WACs did mention having been interested in fields then restricted to males. In terms of ability scores and interests they would certainly have been qualified to enter a wide variety of fields.

About 39% of this group found at least one segment of their training very interesting. This was generally either because the field was new to them or because they found it interesting to learn "the Army way of doing things." About 38% of the positive comments related to the ease of learning the material and therefore to having a feeling of competence and achievement, and 54% related to "really learning something useful." About 10% of these women were generally not interested in their training experiences, and another 20% had at least one type of formal training in which they had little interest. There were three women who received no formal training after Basic. Negative comments about training generally cited it as being repetitious or slow (28% of negative comments); a review of things already known (22%); or too fast (15%). About 20% of the negative comments reflected the feeling that they weren't really learning anything or that what they were learning was "common sense."

The overall impression from these data is that the WACs have a much less positive view of their training than do the male enlistees we have studied, and that a primary reason for this appears to be that WACs were, more often

TABLE VI-5

Type of Training received by WACs

| | 1st Training | 2nd Training | 3rd Training |
|---|---|---|---|
| Combat infantry, gun crews, tank crews | 0 | 0 | 0 |
| Electronics repair | 0 | 0 | 0 |
| Communications and intelligence | 6 | 2 | 1 |
| Medical and dental | 16 | 5 | 0 |
| Other technical specialists | 0 | 1 | 0 |
| Administrative specialists and clerks | 19 | 9 | 1 |
| Electrical-mechanical equipment repair | 0 | 0 | 0 |
| Craftsmen | 0 | 0 | 0 |
| Service and supply handlers | 3 | 1 | 0 |
| Other, including NCO, band | 1 | 1 | 0 |
| No training or OJT only | 3 | NA | NA |
| Clerical OJT only | 1 | NA | NA |
| Total | 49 | 19 | 2 |

than not,given training in nursing or typing skills -- areas in which they had already received training in school, on the job, or in other vocational training. Moreover, in terms of academic development, a large number of WAC enlistees appear capable of taking advantage of more advanced training.

One very striking aspect of the Army educational experiences of these women is the extent to which they avail themselves of the opportunity to take college courses and optional Army courses. About 41% have taken such courses. Several accumulated a substantial number of college credits during three years or less of service. Of course, to the extent that they were more often stationed in the United States for their entire enlistment, or in non-combat assignments overseas, than were the men, they may have found it somewhat easier to take such courses.

Utilization

In spite of their somewhat negative view of training, the majority of our sample felt that their training was appropriate for the level of work demanded in their assignment. Indeed, a number felt that their training was never fully utilized during their assignment. (This was particularly true of those with stenography training.) As with the enlisted men, the WACs felt most satisfied when they were being productive in their jobs, rather than doing "busy work." The majority regarded their assignments in the medical, clerical, and other fields as prodictuve in the sense that they helped others or performed a necessary function for the Army of their country. In this sense, they generally felt their work was more productive than did the men. A small number saw their work primarily as making a useful contribution to their personal growth.

The issue of the relationship of Army training to civilian employment seemingly has more significance for men in the sample than for the women. The primary reason for this, of course, is that more men than women are in the labor force. Of the 49 WACs, 29 were employed full time and 3 part time at the time of the interview; three of these were still in the Army. Of the 32, only 14 are currently in occupations related to their Army training or experience (5 in the medical field; 7 in administrative/clerical/office; 2 in data processing/computer programming). However, at one time or another, about 53% of those who got training in the Army have used it in a comparable civilian field. The use of Army

training, however, has not led to any real career development for most of the sample. The majority of women had or now have rather low level positions and regard their jobs primarily as providing supplemental family income (see Present Life Situation section). In only two cases (one who received computer programming training and pursued a civilian education and career in the field and another who received medical training and is now pursuing an R.N. degree) did the Army training lead to clear career development and advancement.

One can also look at the civilian use of training relative to the reasons for Army entrance (Table VI-6). One-third of the women who said they entered the Army because of a desire for career training or because they had no job skills and could not find a job have ever used the Army training in civilian life or as an Army career. About 40% have used the GI Bill, and this use was most noticeable among women who entered because they were bored and wanted a change or because they were trying to escape a negative home situation.

Social Environment

The various experiences of these women with training and assignment to a particular Army function have been treated in a fairly cursory manner. Aside from the obvious limitations of the size of the sample, there is the even more important circumstance that 60% do not complete their first enlistment period and hence have a lessened chance to utilize their training or gain on-the-job experience. It is in the nature of the social environment and its interaction with their personal characteristics and/or problems that the major variables lie which affect these WACs during and after their service.

A total of 19 women married while they were in the Army. Most married men who were also in the Army. All but three of them left the Army before completing their first enlistment, either when they married or when they became pregnant.

Table VI-7 shows the mean number of months of service completed by women who entered from various life situations, and also the numbers who received early discharges because they married and/or became pregnant, attempted suicide, were discharged because of homosexual activities, or on unspecified medical grounds. Quite clearly, those women whose family and personal situation was seriously troubled before they entered the Army, or whose situations were unclear from the interview data, have only about a one-third chance of completing a first enlistment, and they are quite likely to leave under stressful circumstances.

TABLE VI-6

Use of Army Training or Experience by WACs
According to Situation Preceding Entrance

(N=49; 3 using training in military now)

| | Never used | Used in past | Using now | Total |
|---|---|---|---|---|
| Unhappy family situation | (6) | (4) | (5) | (15) |
| Precipitating event | 4 | 1 | 1 | 6 |
| No known precipitating event | 2 | 3 | 4 | 9 |
| Bored with job, etc. | 4 | 5 | 3 | 12 |
| Failure in college/training | 3 | 1 | 1 | 5 |
| Desire for job/training/ career, patriotism | 10 | 0 | 5 | 15 |
| Unclear situation | 0 | 2 | 0 | 2 |
| Total | 23 | 12 | 14 | 49 |

TABLE VI-7

Months Served by WACs and Reasons for
Early Discharge and Function of Pre-entrance Situation

| | Number completing 1st enlist. | Number not completing 1st enlistment | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Mar-riage | Pregnancy | | Homosex-uality | Attemp. Suicide | Unspecf. Medical | Unknown |
| | | | Married | Single | | | | |
| Unhappy family situation | (5) | (2) | (2) | (5) | (0) | (0) | (0) | (1) |
| Clear precipitating event | 2 | 0 | 2 | 2 | 0 | 0 | 0 | 0 |
| No known precipitating event | 3 | 2 | 0 | 3 | 0 | 0 | 0 | 1 |
| Boredom with job, school, social life | 5 | 1 | 3 | 0 | 1 | 1 | 0 | 1 |
| Failure in college/training | 3 | 0 | 1 | 1 | 0 | 1 | 0 | 0 |
| Desire for job/training/ career | 6 | 3 | 3 | 0 | 0 | 0 | 1 | 1 |
| Unclear situation/reasons | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Total | 20 | 6 | 10 | 6 | 1 | 2 | 1 | 3 |

TABLE VI-7

Months Served by WACs and Reasons for

Early Discharge and Function of Pre-entrance Situation

| | Number completing 1st enlist. | Number not completing 1st enlistment | | | | | | | Total | Mean number of months served |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Mar-riage | Pregnancy Married | Pregnancy Single | Homosex-uality | Attemp. Suicide | Unspecf. Medical | Unknown | | |
| ituation | (5) | (2) | (2) | (5) | (0) | (0) | (0) | (1) | (15) | (28.9) |
| tating | 2 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 6 | 24.2 |
| ipitating | 3 | 2 | 0 | 3 | 0 | 0 | 0 | 1 | 9 | 32.0 |
| , school, | 5 | 1 | 3 | 0 | 1 | 1 | 0 | 1 | 12 | 37.6 |
| ge/training | 3 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 5 | 36.8 |
| raining/ | 6 | 3 | 3 | 0 | 0 | 0 | 1 | 1 | 15 | 50.0 |
| /reasons | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 23.5 |
| l | 20 | 6 | 10 | 6 | 1 | 2 | 1 | 3 | 49 | 38.1 |

It is obvious in the reflections of a number of these women that they felt they were under some pressure to either accept homosexual advances or to engage in sexual activity with men, and that in the latter case this took on the aspects of an attempt to demonstrate that they were not homosexual. Unfortunately, since this seems to be an important dimension of their experience in view of the frequency of reasons for which they leave the service, the interview form was not structured in such a way as to uniformly gather the experiences and views of these women. Thus, one is left with fragmentary reports that such pressures exist and that these women have great difficulty resolving their problems in a way that results in significant personal understanding and growth.

Present Life Situation

At the time of the interview, 29 of the women were married, 5 were divorced, and 15 have never married. For 8 of the 29, this is their second marriage. One of the divorced women has been married and divorced twice. Of the 15 women who have never married, 8 say they are dating men at least occasionally (5 are dating a particular person, 1 of these plans to be married), and 7 are apparently not dating at all. Two women have openly homosexual relationships. One of the divorced women is dating; and one lives with her former husband. As a group, the women have borne an average of 1.26 children each.

The 31 women who are presently employed full or part time are employed in the fields shown in Table VI-8. Their present education level is shown in Table VI-9.

The ratings of their present quality of life which were given by the group are shown in Figure VI-2. In most cases, the importance they assign to an area of life is similar to that of the male Army sample except that they attach somewhat greater importance to aesthetic and spiritual activities.

In terms of their present fulfillment in each of the 18 areas, the WACs appear to be less satisfied than the men in the important areas of relations with members of the opposite sex and with their occupational role. They are also somewhat less satisfied with their active recreational activities.

In connection with these ratings it should be pointed out that in the area of their relations with close friends, 6 of the 49 women say they do not have any close friends and that they prefer it that way because they can hurt

TABLE VI-8

Present Occupations of WACs (N=49)

| | |
|---|---|
| Engineering, physical sciences, mathematics, architecture | 0 |
| Medical and biological sciences | 0 |
| Business administration | 6.1 |
| General teaching and social service | 2.0 |
| Humanities, law, social and behavioral sciences | 0 |
| Fine arts, performing arts | 2.0 |
| Technical jobs | 4.1 |
| Proprietor, sales | 0 |
| Mechanics, industrial trades | 2.0 |
| Construction trades | 0 |
| Secretarial-clerical, office workers | 26.5 |
| General labor, community and public service | 22.4 |
| Unemployed, seeking work | 2.0 |
| Student | 4.1 |
| Housewife* | 28.6 |

*Four housewives are also students.

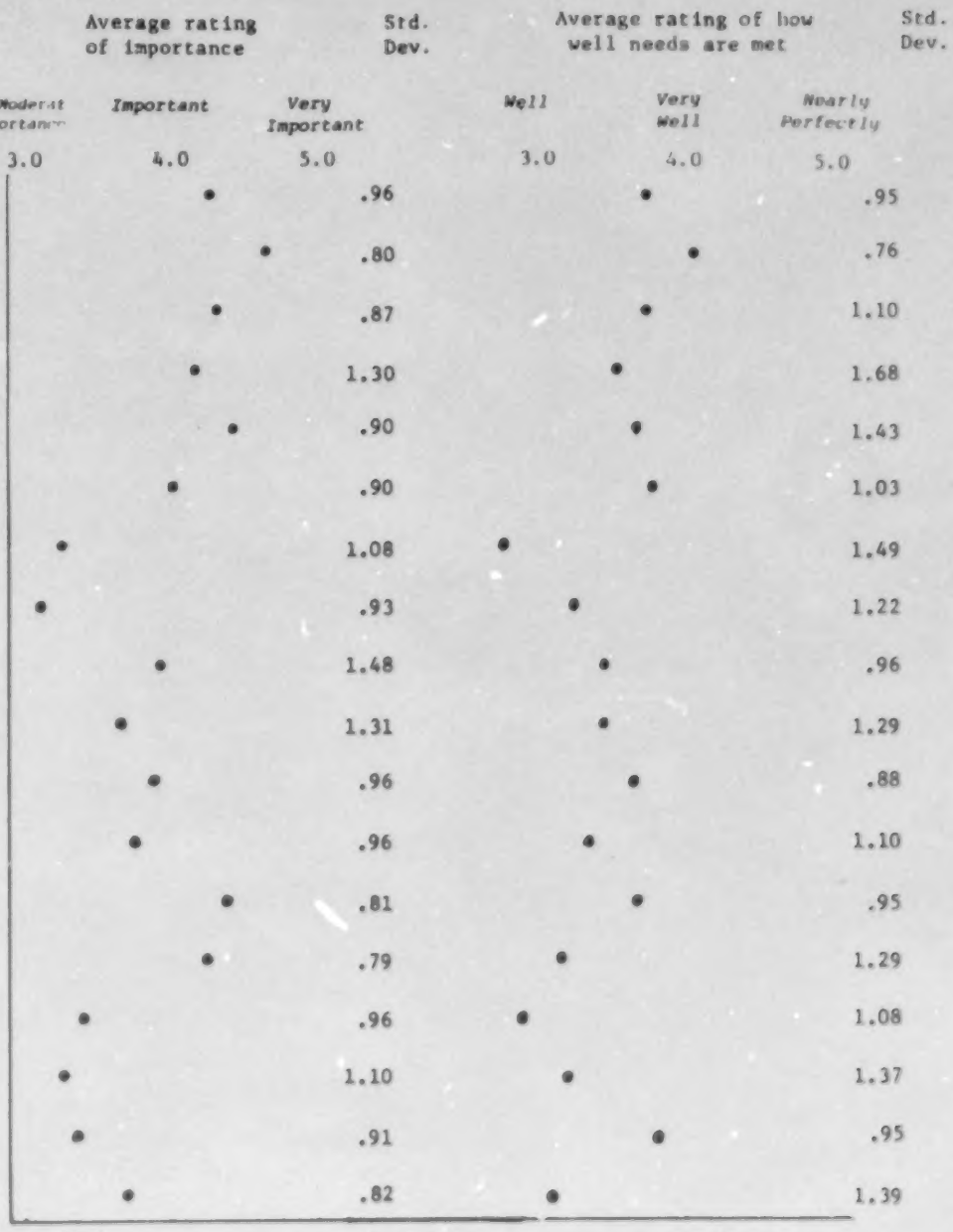
TABLE VI-9

Present Level of Education of WACs
Excluding Required Army Training Received (N=49)

| | |
|---|---|
| Less than high school graduate | - |
| High school diploma | 14 |
| GED | 1 |
| High school and some vocational, technical, or secretarial training | 15 |
| Less than 1 year college | 5 |
| 2 years college | 6 |
| 3-4 years college | 6 |
| B.A. or B.S. | 2 |
| Graduate or professional degree or study | - |
| Total cases | 49 |

FIGURE VI-2. Reports of WAC veterans of the importance to them of each of 18 areas defining quality of life and similar reports of how well their needs are met in each area.

N = 49


Quality of life category
Average rating of importance
Std. Dev.
Average rating of how well needs are met
Std. Dev.
Of Moderate Importance
Important
Very Important
Well
Very Well
Nearly Perfectly
3.0
4.0
5.0
3.0
4.0
5.0
A. Material well-being and security for the future .96 .95
B. Health and personal safety .80 .76
C. Relations with parents or siblings .87 1.10
D. Having and raising children 1.30 1.68
E. Relations with spouse [or girlfriend(s)] .90 1.43
F. Relations with close friends .90 1.03
G. Social, community, and civic activities 1.08 1.49
H. Intellectual activities .93 1.22
I. Aesthetic activities 1.48 .96
J. Spiritual experiences or beliefs 1.31 1.29
K. Philosophical and ethical values .96 .88
L. Developing skills in manual activities .96 1.10
M. Understanding and appreciating self .81 .95
N. Occupational role .79 1.29
O. Creativity .96 1.08
P. Socializing 1.10 1.37
Q. Passive recreational activities .91 .95
R. Active recreational activities. .82 1.39

you or interfere with your life. Altogether, 15 of the 49 say they have no close friends where they live now (3 of these have friends a long distance away), and many are dissatisfied with this.

Effects of Army Service

As the data have indicated, at the time they entered the Army many of these women were experiencing rather severe stress. Only 6 gave a self description that could be considered to reflect a positive attitude toward herself, and any eagerness and curiosity about WAC experience. Eight in fact described themselves in adjectives such as "distraught," "lost," "extremely withdrawn," and "confused," while the most common description generally was "naive," "immature," "extremely shy," "very inexperienced", "insecure," "chip on shoulder," "lonely," etc.

Their self-descriptions why they left the Army are considerably more positive. Thirty-one say they changed in positive ways -- generally, that they grew up and became more confident, resourceful, independent, and able to organize things. Four, however, said they changed in negative ways, becoming "harder," "distrustful," "unwilling to work around many women," or more "cynical." Eight said they did not change at all.

Their present self-descriptions could be broadly termed "restrained optimism." Only 7 seemed to clearly describe themselves as "happy," although a number say they are now more outgoing. The interviewer's free-response descriptions of the women use the words "overweight," "obese," or "very heavy," in reference to 12 women and "evasive" in reference to 6.

In general it seems that the Army experience had a positive effect in bringing out very shy girls and helping them feel more at ease with other people. It also seems that there are major areas of their lives where a great need exists and where there is an opportunity for a substantial contribution, particularly to their career development, their self-understanding and appreciation, and their interpersonal relationships.

APPENDIX I-1

BIBLIOGRAPHY

BIBLIOGRAPHY


Armstrong, T. R., Gross, D. E., Mangione, J. C., & Steel, L. M. Development of a career commitment model: Results of a literature review. Second quarterly progress report. Palo Alto, Calif.: American Institutes for Research.

Binkin, M., & Johnston, J. D. All-volunteer armed forces: Progress, problems, and prospects. Report prepared for Committee on Armed Forces, U.S. Senate, 1973.

Calvert, R., Jr. Career patterns of liberal arts graduates. Cranston, R.I.: Carroll Press, 1973.

Claudy, J. G. Project TALENT and SABER volunteer: Data corrleations/ research. Palo Alto, Calif.: American Institutes for Research, 1973.

Department of the Army. Human self-development discussion topics: Our moral heritage. Washington, D.C.: Headquarters, Department of the Army, 1972.

Department of Defense study of the draft, summary report. Review of the administration and operation of the selective service system. Hearing before the Committee on Armed Services, U.S. Congress, House of Repre-Sentatives, June 22-30, 1966. Washington, D.C.: U.S. Government Printing Office, 1966.

Evolution of U.S. manpower procurement. Excerpt from, The Question of an all volunteer U.S. armed force: Pros and cons. Congressional Digest, May, 1971, 130-160.

Flanagan, J. C., Davis, F. B., Dailey, J. T., Shaycoft, M. F., Orr, D. B., Goldberg, I., & Neyman, C. A., Jr. The American high school student. (Cooperative Research Project No. 635). Pittsburgh, Pa.: Project Talent Office, 1966.

Flanagan, J. C., Tiedeman, D. V., Willis, M. B., & McLaughlin, D. H. The career data book: Results from Project TALENT's five-year follow-up study. Palo Alto, Calif.: American Institutes for Research, 1973.

Gitter, A. G., & Pinto, S. K. Social indicators of the military: Assessing the quality of life in the U.S. Army 1973. Boston: Boston Area Academic Consortium, Inc, May 1973.

Glickman, A. S., Goodstadt, B. E., Korman, A. K., & Romanczuk, A. P. Navy career motivation programs in an all-volunteer condition: I. A cognitive map of career motivation. Technical Rport. Washington, D.C.: American Institutes for Research, March 1973.

Goodstadt, B. E., Frey, R. L., Jr., Glickman, A. S., & Romanczuk, A. P. Socialization processes and the adjustment of military personnel to Army life: A structural analysis of socialization during advanced individual training. (Phase 3, Task 4 Interim Report). Washington, D.C.: American Institutes for Research, August 1974.

Herzberg, F. Work and the nature of man. Cleveland: World Publishing, 1966.

Holoter, H. A., Bollmgren, E. L., Dow, D. S., Provenzano, R. J., Stehle, G. W., and Grace, G. L. Impact of Navy career counseling on personnel satisfaction and reenlistment. Santa Monica, Calif.: System Development Corporation, February 1973.

Holz, R. F., & Gitter, A. G. Assessing the quality of life in the U.S. Army. (Technical Paper 256). Arlington, Va.: U.S. Army Research Institute for the Behavioral and Social Sciences, September 1974.

Kassing, D. B. Military experience as a determinant of veterans' earnings. In Studies prepared for the President's Commission on an All-Volunteer Armed Force. Vol. 1. November 1970.

Knight, L. A., Jr. What the Army is doing to make out without the draft. The American Legion Magazine, 1971 (April).

Kuvlesky, W. P. & Dameron, J. Adolescents' perceptions of military service as a vehicle for social mobility: A racial comparison of rural youth. Journal of Vocational Behavior, 1971, 1, 57-67.

Kuvlesky, W. P., & Dietrich, K. T. Southern black youth's orientations toward military service: A metropolitan-nonmetropolitan comparison of attitudes, aspirations, and expectations. Journal of Political and Military Sociology, 1973, 1, 105-120.

Office of the Deputy Chief of Staff for Command Programs, III Corps and Fort Hood. Fort Hood semiannual Project VOLAR/MVA evaluation report: Preliminary report. Fort Hood, Texas, June, 1972.

Project TALENT. The Project TALENT data bank: A handbook. Palo Alto, Calif.: American Institutes for Research, April 1972.

Sharp, L. M. The role of military service in the careers of college graduates. Chapter V of L. M Sharp, Education and employment: The early careers of college graduates. Baltimore: The Johns Hopkins Press, 1970.

Sullivan, J. A. Qualitative requirements of the armed forces. In Studies prepared for the President's Commission on an All-Volunteer Armed Force. Vol. 1. November 1970.

Uhlaner, J. E. U.S. military technological base and military themes research program in the behavioral and social sciences 1974. Arlington, Va.: U.S. Army Research Institute for the Behavioral and Social Sciences, 1974.

Wool, H. The military specialist: Skilled manpower for the armed forces. Baltimore: The Johns Hopkins Press, 1968.

APPENDIX I-2

TABLE OF CONTENTS FOR THE INTERVIEW FORMS AND RESPONDENT'S BOOKLET

AND

APPENDIX III-1

LOCAL COORDINATORS AND INTERVIEWERS

ASSISTING IN DATA COLLECTION

I.2 Table of Contents for the Interview Forms and Respondent's Booklet

(Form C used with persons no longer in the Army; Form M with those who are still in. Form M is identical to Form C except for section III.)


| Interview sections | Nos. of questions (excl. of probes) | Pp. |
|---|---|---|
| FORM C | | |
| I. Introduction | 6 | 1-2 |
| II. Experience Prior to Army Service | 49 | |
| 1. Early development and background characteristics | 7 | 3-5 |
| 2. High school experiences | 7 | 5-7 |
| 3. Activities from h.s. to induction | 35 | 7-17 |
| a. Length of time and gen'l activities | (2) | |
| b. Education and educational plans | (7) | |
| c. Employment, job seeking, and occupational plans | (9) | |
| d. Leisure activities and peer group | (5) | |
| e. Marital status, dating, plans for marriage, children | (9) | |
| f, Relations with parents and family members, and friendships | (3) | |
| 4. Entrance into the Army - recruitment | 11 | 17-21 |
| a. Draft avoidance efforts | (1) | |
| b. Reasons and conditions affecting enlistment | (6) | |
| c. Expectations about Army; personality and outlook; strengths and weaknesses | (4) | |
| III. Army Experiences | 86 | |
| 1. Classification | 8 | 22-23 |
| a. Gen'l nature of training and MOS | (3) | |
| b. Process of selection or assignment to training, choice and guidance | (5) | |
| 2. Training | 17 | 24-31 |
| a. Duration, content, interest in training (repeated for each segment of training) | (3) | |

| Interview Sections | Nos. of questions (excl. of probes) | Pp. |
|---|---|---|
| b. Effective and ineffective learning experiences | (4) | |
| c. Voluntary coursework, incl. GED and other | (10) | |
| 3. Utilization | 27 | 32-49 |
| a. Length of assignments, duties, performance evaluation satisfaction (repeated for each assignment) | (6) | |
| b. Combat experience and effects (repeated for each combat assignment) | (8) | |
| c. Adequacy of training | (2) | |
| d. Usefulness of duties | (2) | |
| e. Choice in assignments and location | (1) | |
| f. Experiences with officers, NCO's and unit leaders | (4) | |
| g. Advancement and disciplinary actions | (4) | |
| 4. Social and physical environment | 22 | 49-56 |
| a. Morale of fellow servicemen and women | (1) | |
| b. Experiences with/of differing races, sexes | (4) | |
| c. U.S. involvement in S.E. Asia | (1) | |
| d. Leisure activities | (2) | |
| e. Housing | (2) | |
| f. Health and mental health care | (3) | |
| g. Changes in marital states, children, experiences of spouse and family | (9) | |
| 5. Reenlistment decisions; effects of service | 12 | 57-61 |
| a. Considerations affecting reenlistment or separation | (7) | |
| b. Good and bad effects of Army service | (2) | |
| c. More helpful experiences | (1) | |
| d. Changes in personality, outlook, information during service | (2) | |
| IV. Post-Separation Experiences | 104 | |
| 1. First year out: transition to civilian life | 4 | 62-63 |
| a. Date and type of discharge | (2) | |
| b. Pre-separation steps toward civilian life | (1) | |

| Interview Sections | Nos. of questions (excl. of probes) | Pp. |
|---|---|---|
| IV. 1. c. Activities and problems during first year | (1) | |
| 2. Experiences since first year out; present life | | |
| a. Overview of activities -first year to present | 1 | 64 |
| b. Employment | 20 | 65-70 |
| (1) Job history | (1) | |
| (2) Use of Army experience and benefits | (2) | |
| (3) Present job: pay, hours, satisfactions, plans* | (11) | |
| (4) Unemployment and job-seeking | (3) | |
| (5) Occupational plans | (3) | |
| c. Education | 13 | 71-74 |
| (1) Educational history | (6) | |
| (2) Use of Army experience and benefits | (2) | |
| (3) Satisfaction with education to date; desirable changes; plans | (5) | |
| d. Family and home life | 47 | 75-86 |
| (1) Changes in marital status; children | (5) | |
| (2) Housing and locale; people residing in home | (8) | |
| (3) Relations with close friends | (4) | |
| (4) Relations with opposite sex; characteristics of spouse (ed, occup., etc.); family activities | (17) | |
| (5) Relations with children | (10) | |
| (6) Relations with parents, siblings, other family members | (3) | |
| e. Health and mental health; concerns | 3 | 87 |
| f. Material well being -- income | 2 | 88 |
| g. Leisure activities* | 8 | 89-91 |
| h. Present outlook, strengths, weaknesses, futue plans* | 6 | 91-94 |

*Indicates use of appropriate section of Respondent's Booklet at this point in interview.

| Interview Sections | Nos. of questions (excl. of probes) | Pp. |
|---|---|---|
| FORM M | | |
| I and II. identical to FORM C | 55 | 1 -21 |
| III. Army Experiences and Present Life | | |
| 1. Classification - same as Form C | 8 | 22-23 |
| 2. Training-- same as Form C, except includes complete educational history to present, satisfaction with education, and plans | 25 | 24-34 |
| 3. Utilization - same as Form C, except includes space for more assignments and includes questions on 'present job'* i.e. present assignment and career plans | 35 | 36-62 |
| 4. Social and physical environment | | |
| a. - c. Same as Form C | 6 | |
| 5. Reenlistment decisions | 17 | |
| a. Considerations affecting reenlistment or separation | (6) | 64,69 |
| b. Interim experiences-- for those who have been out of service at some pt. Dates, reasons for leaving and reentering, activities, problems, employment | (11) | 65-68 |
| 6. Family and home life, health, material well-being, leisure activities*, present outlook and plans*-- same as sections IV-2, d-h in Form C | 74 | 70-92 |
| Respondent's Booklet | | |
| Job Satisfaction Rating Forms | | |
| Importance of various job factors | | 1 |
| Extent to which present job has each characteristic | | 2 |
| Overall job satisfaction | | 3 |
| Leisure Activities Checklist | | 4-6 |
| Estimates of Quality of Life | | |
| Importance of each of 18 areas | | 8-9 |
| Extent to which needs are met in each of 18 areas | | 10-11 |

* Indicates use of appropriate section of Respondent's Booklet at this point in interview.

Appendix III-1

Local Coordinators & Interviewers
Assisting in Data Collection

| Location | Coordinator & Institution | Interviewer |
|---|---|---|
| Alamagordo, N.M. | Dr. W. Paul Jones<br>New Mexico State University,<br>Alamagordo | Maureen DeClue |
| Albany, N.Y. | Dr. Leonard V. Gordon<br>State University of New York<br>at Albany | Martha McAvin |
| Albuquerque, N.M. | Dr. Ralph Norman<br>University of New Mexico | Michael Baron |
| Amarillo, Tex. | Dr. Charles Clawson<br>Amarillo College | Robert M. Tilley |
| Ashland, Ore. | Dr. James Armson<br>Southern Oregon College | Lillian Armson |
| Atlanta, Ga. | Dr. C. L. Holland<br>Georgia State University | Stephen Friedlander<br>Charles B. Conway |
| Austin, Tex. | Dr. Gordon V. Anderson<br>University of Texas | Gordon V. Anderson |
| Baton Rouge, La. | Dr. Lawrence Siegel<br>Louisiana State University | Philip E. Varca |
| Baltimore, Md. | Dr. Donald Pumroy<br>University of Maryland | Leon Litow<br>Loren L. May<br>William D. Petok<br>Nancy E. Allgire |
| Beaumont, Tex. | Dr. Walter Dizelle, Jr.<br>Lamar University | David W. Morris |
| Bellingham, Wash. | Dr. Robert Thorndike<br>Western Washington State<br>College | Thomas Overcast |
| Billings, Mont. | Dr. John Self<br>Eastern Montana College | Karin Krueger |
| Birmingham, Ala. | Dr. Fain Guthrie<br>University of Alabama | Eugene Thompson |
| Steubenville, Oh. | Mr. George Summer<br>Irondale, Ohio | George Summer |
| Bloomington, Ind. | Dr. Egon Guba<br>Indiana University | Don E. Gardner |
| Boston, Mass. | Dr. Richard Rowe<br>Harvard University | Glenn R. Johnson |

| Location | Coordinator & Institution | Interviewer |
|---|---|---|
| Burlington, Vt. | Dr. Richard Does<br>University of Vermont and<br>State Agricultural College | Wendy Spence |
| Champaign, Ill. | Dr. Lloyd Humphries<br>University of Illinois | Terry Dunn |
| Charlotte, N.C. | Dr. DuMont Schmidt<br>University of North Carolina | William Scarborough |
| Chattanooga, Tenn. | Dr. Orrin Cross<br>University of Tennessee | Wanda Sundstrom |
| Cherry Tree, Pa. | Dr. John W. Reid<br>Indiana University | Carol Reid |
| Chicago, Ill. | Dr. Samuel Mayo<br>Loyola University | Anne Kennard |
| | Dr. Bertram Cohler<br>University of Chicago | Jay Magaziner |
| Cincinnati, Oh. | Dr. Howard Lyman<br>University of Cincinnati | Perla Ann Commasar |
| Colorado Springs, Col. | Dr. Ramon Lopez-Reyes<br>Colorado College | Ann Molander |
| Denver, Col. | Dr. A. C. Tucker | Ronald Feltes |
| Detroit, Mich. | Dr. John Vriend<br>Wayne State University | Carl W. Middlebush |
| Dodge City, Kan. | Roberta Harkness | Roberta Harkness |
| Dothan, Ala. | Dr. James Dees<br>Human Resources Research<br>Organization | John Bilbrey |
| Durham, New Hamp. | Dr. Ronald Curcio<br>University of New Hampshire | William L. Day |
| East Lancing, Mich. | Dr. Wm. A. Mehrens<br>Michigan State University | Eric Gordan |
| Eau Claire, Wis. | Dr. Jerry Harper<br>University of Wisconsin | Jerry Swan |
| Erie, Pa. | Dr. Richard Herbstrit<br>Gannon College | Michael Herbstrit |

Appendix III-2

Local Coordinators & Interviewers
Assisting in Data Collection

| Location | Coordinator & Institution | Interviewer |
|---|---|---|
| Evansville, Ind. | Dr. Joel Dill<br>University of Evansville | Terry E. Williams |
| Fargo, No. Dakota | Dr. John Teigland<br>North Dakota State University | J. David Hare |
| Fort Benning, Ga. | Dr. Andrew Weaver<br>Auburn University, Auburn, Alabama | Rodney C. Britt |
| Ft. Polk, La. | Dr. Toffee Nassar<br>McNeese State University | George S. Kuffel |
| Ft. Worth, Tex. | Dr. Saul B. Selles<br>Institute for Behavioral Research | Marcia Butler |
| Glenrock, Wyo. | Dr. Bruce Tollefson<br>Casper College | Robert L. Wilkes |
| Grand Junction, Colo. | Dr. Harry Tiemann<br>Mesa College | Harry Tiemann |
| Hattiesburgh, Miss. | Dr. John Alcorn<br>University of Southern Mississippi | Robert S. Walton |
| Houston, Tex. | Dr. Dennis Nelson | Dee Smathers |
| Indianapolis, Ind. | Dr. Robert Neel<br>Indiana University - Purdue | Susan Steinhoff |
| Jacksonville, Fla. | Dr. David Konigsburg | Donald Pellicer |
| Kansas City, Mo. | Dr. Marilyn Rigby<br>Rockhurst College | Greta Hinkel |
| Knoxville, Tenn. | Louise Cureton<br>AIR Representative | Diane Whitehead |
| La Cross, Wis. | Dr. Thomas Hood<br>Wisconsin State University | H. Laury Le Page |
| Lancaster, Pa. | Dr. John Heller<br>Franklin-Marshall College | Sherri Zucker |
| Lewiston, Maine | Dr. Thomas Johnson<br>Licenced Psychologist | Sylvia K. Wilson |

| Location | Coordinator & Institution | Interviewer |
|---|---|---|
| Lexington, Ky. | Dr. William Stillwell<br>University of Kentucky | Jerome Bish<br>Bruce Rose |
| Los Angeles, Calif. | Dr. Milton Holmen<br>School of Business Administration<br>U.S.C., L.A. | Henry T. Heald<br>Maria Pounders |
| Louisville, Ky. | Dr. Antony Gamboa<br>University of Louisville | |
| Lubbock, Tex. | Dr. Welborn Willingham | Elizabeth Robinett |
| Mackinaw Is., Mich. | Professor Margaret Hastings<br>Lake Superior State College | Paul D. Montgomery |
| Manhattan, Ks. | Dr. Fred Bradley<br>Kansas State Univ. | David J. Hurt |
| Mansfield, Ohio | Dr. Alfred Hall<br>College of Wooster | Grace W. Hall |
| Maui, Hawaii | Dr. Douglas Treadway | Douglas Treadway<br>Steve George |
| Memphis Tenn. | Dr. Charles Kenny<br>Criterion Development Association, Inc. | Robert Butler |
| Cooper City, Fla. | Dr. Louis McQuitty<br>University of Miami | Daniel J. Hess |
| Milwaukee, Wis. | Dr. Judson A. Harmon | Kathy Kahoun |
| Minneapolis, St. Paul | Dr. Sandra Reitz Wilson | Beverly Kaemmer |
| Mobile, Ala. | Dr. Marvin Gold<br>University of Southern Alabama | Walker B. LeFlore, Jr. |
| Montgomery, Ala. | Dr. Chester Mallory<br>Alabama State University | Lewis Williams |
| Muncie, Ind. | Dr. Patsy Donn<br>Ball State University | No Interview Done |
| Nashville, Tenn. | Dr. Ronald Thistlethwaite<br>Vanderbilt University | Ronald G. Rusk |
| New Brunswick, N.J. | Dr. Douglas Penfield<br>Rutgers State University | Maryann Mercer |

Appendix III-2

Local Coordinators & Interviewers
Assisting in Data Collection

| Location | Coordinator & Institution | Interviewer |
|---|---|---|
| New London, Conn. | Dr. Bernard Murstein<br>Connecticut College | Christine Dunkel |
| New York City | Fran Stancavage<br>AIR Representative | Heidi Washburn<br>Kathy Benjamin |
| New York City | Dr. Albert Thompson<br>Columbia University | Gilbert Hoffer |
| Nogales, Ariz. | Ms. Anna Doan | Anna Doan |
| Norfolk, Va. | Dr. Eugene Kelly<br>Old Dominion University | William Brockman<br>Fae Adams Deaton |
| Oceana, W. Va. | Mr. Vernon Short<br>Wyoming Co. School System | Vernon Short |
| Omaha, Neb. | Dr. Richard Wikoff<br>University of Nebraska | Donna Curry |
| Oklahoma City, Okla. | Dr. Alan Nicewander<br>University of Oklahoma | Jerry Williams |
| Orlando, Fla. | Dr. Dan Walton<br>Florida University of Technology | H. Ray Berry |
| Peoria, Ill. | Dr. Chester Zebell<br>Bradley University | Helen Evans |
| Pensacola, Fla. | Dr. Frank Biasco<br>University of West Florida | James H. Wilson |
| Philadelphia, Pa. | Dr. Frederick Davis<br>University of Pennsylvania | Robert Zupkis<br>Peter Nardi |
| Pittsburgh, Pa. | Dr. Donald Bowen<br>University of Pittsburgh | John Dickson |
| Phoenix, Ariz. | Dr. Gerald Helmstadter<br>Arizona State University | Carol Fleming |
| Pocatello, Idaho | Ms. Ella Helverda | Ella Helverda |
| Portland, Ore. | Dr. George Ingebo<br>Portland Schools | John G. Gardin |
| Providence, R.I. | Dr. Hollis Farnum<br>University of Rhode Island | Kathryne Rigby |
| Richmond, Va. | Dr. William Jennings<br>Randolph-Macon College | Robert E. Foos |

| Location | Coordinator & Institution | Interviewer |
|---|---|---|
| Ruston, La. | Dr. Richard Giesse<br>Louisiana University of Technology | No Interview Done |
| Saginaw, Mich. | Dr. Janet Robinson<br>Saginaw Valley College | Gertrude Allen |
| Salem, Va. | Dr. Thomas Coffman<br>Roanoke College | Douglas Proffit |
| San Antonio, Tex. | Dr. Alvin Burstein<br>University of Texas | Patricia Fernbach |
| San Francisco Bay Area | Dr. John Krumboltz<br>Stanford University | Curtis Wilbur |
| St. George Island, Md. | Dr. William Kreitzer | Lance Kebaugh |
| Salt Lake City, Utah | Dr. Gabriel M. Della-Piana<br>University of Utah | Linda Thamert |
| Savannah, Ga. | Dr. Joseph Lane<br>Armstrong State College | William L. Beasley |
| Seattle, Wash. | Dr. Clifford Lunneborg<br>University of Washington | Carmen Terry<br>Marian Hart |
| Smithfield, N.C. | Dr. David Galinsky<br>University of North Carolina | Richard Cooper |
| St. Petersburgh, Fla. | Dr. Rose Mary Ammons<br>St. Petersburgh Jr. College | No Interview Conducted |
| Stillwater, Okla. | Dr. Frank McFarland<br>Oklahoma State University | Don Seamans |
| Syracuse, N.Y. | Dr. William Anderson<br>Syracuse University | Evelyn Riccio |
| Terrebonne, Ore. | Dr. Mel E. Jordan<br>Central Oregon Community College | Jim Grant |
| Tulsa, Okla. | Dr. Warren Jones<br>University of Tulsa | Gary W. Wood |
| Two Rivers, Wis. | Dr. Thomas Kuckkahn<br>Manitowoc County Mental Health Center | Thomas Kuckkahn |
| Washington, N.C. | Dr. Cunton R. Prewett<br>East Carolina University | Harry Youngblood |

Appendix III-2

Local Coordinators & Interviewers
Assisting in Data Collection

| Location | Coordinator & Institution | Interviewer |
|---|---|---|
| Wichita, Kansas | Dr. John Belts<br>Wichita State University | Leigh Purcell |
| Williamson, W.Va. | Mr. William Reed | William Reed |
| Youngstown, Ohio | Dr. Sanford Hotchkiss<br>Youngstown State University | Joseph D. Glavey |
| Great Britain | Dr. David Hawkridge<br>The Open University, Institute of Educational Technology | John E. Willmer |
| Europe - Germany | Mr. George A. King<br>Army Education Center | Dr. Don E. Whitecraft<br>Mr. George King |